

Teacher's Guide

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Teacher's Guidebook for

Starting Points in Language Arts

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LEVEL

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Acknowledgements

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Ginn and Company wishes to thank:

Carolyn McCann and Trudy Stacey for kind permission to reprint the games activities included in the *Alternative Strategies* strand of this guide.



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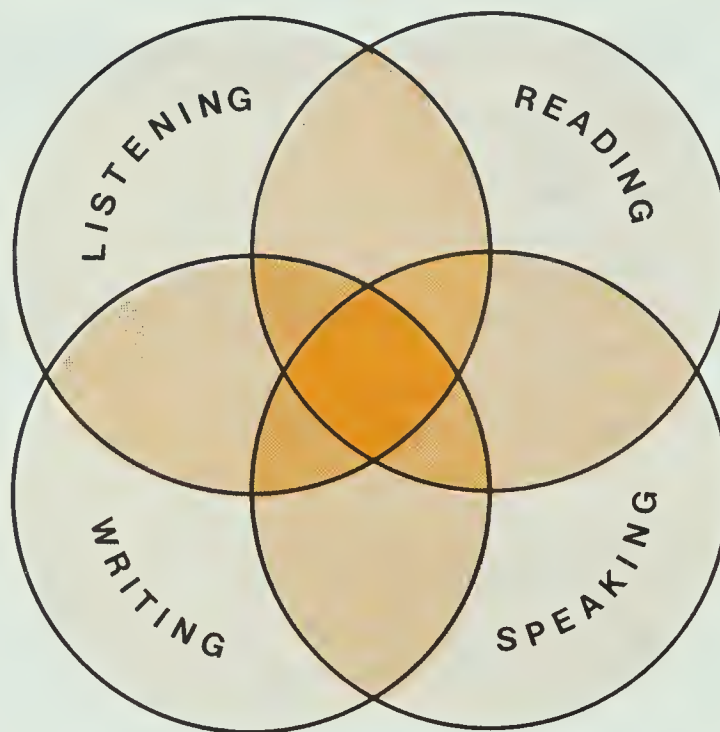
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Starting Points in Language Arts – Basic Assumptions

The *Starting Points in Language Arts Series* is designed for children in the early elementary school grades. It is a total language arts program in which the four facets of language – Listening – Speaking – Reading – Writing – are not isolated entities to be taught separately but are interdependent functions to be taught simultaneously.

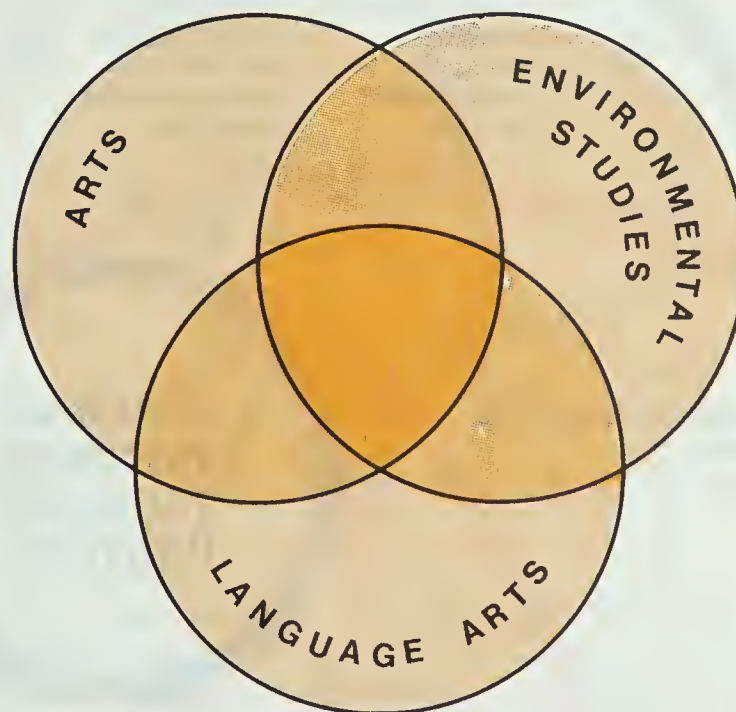


While there is as yet no one theory that explains how learning takes place, research in the past few years has proved that one can make certain assumptions about (1) the ways in which children develop language ability and learn to read, and (2) the relationship that exists between language and reading, and (3) the conditions under which learning more easily takes place.

In planning the content, the organization, the teaching-learning strategies in *Starting Points in Language Arts*, the authors have kept the following assumptions very much in mind:

- that a child thinks only to the extent that he/she can use language and that language is the tool that enables him/her to relate new experiences to what is already known, to come to conclusions about the new experiences, and to modify and extend his/her understandings in the light of the new experiences; in short, it is language that allows the child to make sense of the world around him
- that the child who comes to school has already through concrete experiences and real-life situations acquired the ability to use language, and that the school as far as is possible should provide the same kind of learning environment
- that any definition of reading must recognize that reading begins with graphic symbols but that the process of reading is not only the decoding of the symbol but the reconstruction of meaning – meaning that is not in the print but in the mind of the reader
- that to read with meaning the child not only applies word study skills – “What is this word?” “Does this word sound right?” – but must also apply reasoning skills – “Does this sentence make sense?” “What do I already know about this topic?” “Could this statement be true?”

- that critical reading is an integral part of the reading process rather than a more sophisticated skill to be taught at a higher grade level
- that in reading critically the child applies to the task the facts and ideas he/she already possesses and that the more “input” that can be brought to the understanding of meaning, the easier the reading process will be
- that the child’s input is the result of his/her sensory experiences—what he/she has observed, touched, experimented with, listened to, reacted emotionally to—and the result of his/her language experiences—what he/she has thought about and talked about; and that a language arts program must use and extend the child’s experiential background
- that reading is done for a purpose and that the “output,” the response to what is read, whether it be discussion, drama, writing, research, or more reading, is not enrichment but an integral part of the reading process
- that there is no division between the input to the reading process and the output of the reading process; and that the major elements of language communication—listening, speaking, writing, and reading—are interdependent functions and should be developed simultaneously
- that the understandings a child brings to the reading process and takes from it are not restricted by subject areas and that language arts learning is interdisciplinary in scope



- that a language arts program, because it concerns itself so closely with a child’s thinking, must assume some responsibility for the quality of that thinking and should provide opportunities for the child to determine and clarify personal attitudes and values
- that a child’s learning proceeds from the concrete experience to the abstract concept, from the personal to the impersonal, and that the affective, or emotional, response is as relevant to learning as the cognitive, or intellectual, response
- that children’s needs, abilities, and interests differ, and that there can be no one “system” but only a system that provides alternative learning experiences and is based on a broad range of teaching-learning strategies

Integration in Starting Points in Language Arts

In summary, the *Starting Points in Language Arts Series* integrates:

- the *language arts* by combining listening, speaking, reading, and writing skills in a meaningful learning unit
- the *language arts and other subjects* by relating the language arts to content from the areas of social studies, science, and the arts
- the *learning processes* by demonstrating that the critical thinking skills—hypothesizing, comparing, contrasting, deducing, inferring, predicting, assessing—are interdisciplinary and basic to a variety of learning tasks—whether it be reading a story or investigating the resources of a community

The integrated language arts program in *Starting Points in Language Arts* is organized under the following major strands: Concept Development/Comprehension—Integrative Options—Decoding Skills—Language Development—Writing—Alternative Strategies—



The Umbrella of Integration

CONCEPT DEVELOPMENT/COMPREHENSION



The term *Concept Development* is used only in the first part of the Teacher's Guide for Level One; in the Teacher's Guide for Level Two and for subsequent levels, the corresponding strand is titled *Comprehension*.

From Level Two on, the *Comprehension* strand includes lesson plans under the three headings, "Developing Pupil Inquiry," "Developing Pupil Response," and "Synthesizing." In addition, the *Comprehension* strand includes a skills section titled "Developing Comprehension, Research, and Listening Skills."

If reading is the reconstruction of meaning, then a language arts program must provide for the input and the output that makes reading a meaning process. A child cannot be expected to read with comprehension material for which he/she has little experience or motivation. Similarly, a child cannot be expected to have read with comprehension if after reading he/she is given no opportunity to respond to what was read. If, as has been said earlier, a child reads with understanding in proportion to the input brought to the task, then that child must be given sufficient opportunity to talk about the topic of the reading selection, to share and compare ideas, and to decide what questions he/she would like answered—to set his/her own purposes for reading.

If a child is to be expected to view reading as a rewarding experience, then he/she must be given sufficient opportunity to talk about what has been read, to share new ideas, and to decide on the answers to the questions that have been raised—to respond to what has been read.

All of the aspects of the *Concept Development/Comprehension* strand have been designed to achieve the overall objective of having children read with meaning. Some features of this strand are:

Reading Readiness

There is general agreement that certain skills are needed by beginning readers, for example, the ability to match visual forms, to recognize letters, to hear the sounds represented by beginning consonants, to hear rhyme, to match words. A series of these tests can be found in the Pre-reading Check of the *Self Help Activities/Spirit Duplication Masters* for Level One of *Starting Points in Language Arts*.

Just as important, however, to the beginning reader is the knowledge of certain concepts. To better discuss the content of a picture, the beginning reader should know the meaning of the words *left* and *right*. To relate a personal experience, the beginning reader must know words related to sequence—*first*, *next*, *last*. To read a story meaningfully, the beginning reader must be familiar with the commonly used space words such as *over*, *under*, *high*, *low* and with some quantitative words such as *more*, *some*, *all*.

In order that these and other concepts may be reviewed, each of the language development charts in the *Initial Reading Charts or Mr. Mugs*, in addition to developing oral language and vocabulary, has been designed to reinforce certain readiness concepts.

Oral Language

The development of oral language is a primary objective during Level One and, indeed, throughout the entire program. Each of the language development charts in the *Initial Reading Charts or Mr. Mugs* depicts experiences of interest to beginning readers and is used as a focal point for discussion. The suggested questions in the accompanying lesson plans have been chosen carefully so that children will not talk aimlessly but will:

- develop powers of observation and the skill of “reading” pictures
- learn to listen for different purposes
- develop fluency in expressing ideas, exchanging ideas, responding to others
- practice thinking skills by answering questions that require literal, critical, and creative interpretation

For example, some questions will ask the children to respond *literally*—“What are the people in the picture doing?” “Whom did Pat invite to her party?” Others will require the children to think *critically*—“Are the children in the picture friends?” and to support their answers—“Why do you think so?” A child must *listen* attentively when he/she is asked “Do you agree with what Paul has just said?” “What part do you disagree with?” Children can be helped to develop *fluency* by being encouraged to interact—“Have you a question that you would like to ask Lisa?” “What is your opinion?” Even beginning readers can think *creatively* when they are asked to make judgments in light of their own experience—“Have you ever done that?” “How did you feel about it?” “What would you have done if you had been in the same situation?” “Why do you think as you do?”

In short, a worthwhile discussion will require the children to do orally what they must do when they read—think *critically* and *creatively*.

At the same time the teacher is urged to take advantage of spontaneous opportunities to involve the children in discussions. Such discussions may be initiated by an incident in the classroom, something reported by one of the pupils, the weather, common sights and sounds, and so forth. Some of the pupils’ own words should be used to build experience charts; in this way the relationship between speaking and writing is immediately apparent.

Developing Pupil Inquiry – Developing Pupil Response – Synthesizing

The reader who is reading for meaning must do more than *identify* the symbols on the page. He/she must go beyond the symbols to *recognize* the meaning conveyed by the writer. The most efficient way for the reader to do this is to read with questions in his/her mind—“Who is Tiger?” “What is happening to Curt?” “What is the surprise?” “Why is Mr. Mugs not happy?” In this way, critical thinking is not a skill that comes into focus only after the story has been read; it is an ongoing skill that is at the heart of the reading process.

Children will read with more purpose if the questions they are attempting to answer are their own. Beginning with the text, *Mr. Mugs—A Jet-Pet*, children are asked to *formulate their own questions for reading*. They do so by locating the title in the Table of Contents, speculating about the title, finding the story in the reader, and studying the opening picture or pictures. The teacher prints each question on the chalkboard beside the child’s name. If children need help in setting their own purposes for reading, the teacher can model questions: “I would like to know what the surprise is.” “How would you ask me that question?” After the child’s question is printed on the board, the teacher might continue—“Is there anything else you want to know about the surprise?” “What other questions would you like to ask?” Some children might then suggest “Who has the surprise?” “Who will get the surprise?”

After the questions have been printed on the chalkboard, the children read one page, two pages, or the whole story—depending on their capability—keeping the questions in mind. They then answer their questions and verify the answers by reading aloud the appropriate lines in the story. They can also be encouraged to infer or speculate upon the answers to any questions that cannot be answered in the story text.

Suggested questions and answers for each reading selection are given under the headings “Developing Pupil Inquiry” and “Developing Pupil Response.” Further questions and discussion topics related to the reading selection as a whole are provided under the heading “Synthesizing.”

Literal, Critical, and Creative Comprehension

The suggested questions in the *Concept Development/Comprehension* strand have been planned to ensure that children are given ample opportunity to practice thinking at each level of comprehension—*literal*, *critical*, and *creative*.

In brief, questions categorized as *literal* require children to:

- note or recall details
- note or recall main ideas
- note or recall sequence
- note or recall cause and effect

Questions categorized as *critical* require children to:

- classify
- compare
- discriminate between relevant and irrelevant
- discriminate between true and false
- discriminate between fact and opinion

Questions categorized as *creative* require children to:

- infer from experience
- infer from evidence
- infer feelings
- make judgments
- express opinions
- predict outcomes
- value

Literature

The sections “Developing Pupil Response” and “Synthesizing,” provide ample opportunities for the learning of literary skills. Children are required to:

- compare story ideas or versions
- understand characteristics of fairy tales
- understand characteristics of fables
- identify main and secondary characters
- infer reasons for actions of characters
- describe characters
- recognize sequence of events in a story
- recognize plot in a story
- recognize a problem in a story
- understand figurative language
- appreciate poetry

Environmental Studies: Social Studies and Science

In keeping with the objectives of integrating the language arts with other subjects and of integrating the learning processes, the pupils’ texts at each level include selections from the area of social studies and science. Some social studies selections included are a picture story titled “Families,” which is the starting point for an examination of various family groupings; a story “Lost — a Dog,” which leads to a study of workers in the community; a photo story, “The City Is . . .,” which focuses on aspects of urban life. Some examples of science selections are a picture story, “Outdoors,” which outlines a field trip during which children collect information about what they observe in the neighborhood; an informational article, “Wonders of the Sky,” which requires children to use secondary sources for research.

The lesson plans for the selections categorized as *Environmental Studies* do not follow the “Developing Pupil Inquiry,” “Developing Pupil Response,” and “Synthesizing” model. Instead each lesson plan has been developed as an *inquiry model* under the following headings:

- Starting Point
- Question
- Collecting Information
- Organizing Information
- Presenting Information
- Evaluating

Some of the skill objectives in these lesson plans are:

- Social Skills: Planning
 - Working independently
 - Working with others

- Valuing Skills: Appreciating own role in relation to others and the community
 - Appreciating role of others in the community
 - Appreciating the environment

- Research Skills: Using primary sources of information
 - Using secondary sources of information
 - Evaluating sources of information
 - Interviewing
 - Recording information
 - Presenting information
 - Evaluating information

Comprehension Skills: Hypothesizing
Classifying
Comparing
Analyzing
Interpreting
Generalizing
Judging

Developing Comprehension, Research, and Listening Skills

In addition to the comprehension, literature, research, and listening skills that are taught and reinforced in the two types of lesson plan models, the *Comprehension* strand—starting at Level Two—includes a section titled “Developing Comprehension, Research, and Listening Skills.” This section provides a systematic program of activities and exercises designed to teach specific skills.

INTEGRATIVE OPTIONS



This strand provides activities that enable children to: (1) integrate the language arts and other subject areas by relating the content of the reading selection to the content of other disciplines, and (2) integrate the learning processes by applying language arts skills to interdisciplinary projects.

A typical example of integration with other subject areas and integration of learning processes is the suggested Environment Studies: Science activity in the *Integrative Options* strand for the text selection, “Jan’s Pet.” It is suggested that after the reading of the story about Jan and her pet turtle, a turtle be brought into the classroom, that the children observe its behavior, do research to find out what care is needed, and organize their findings on a chart. This kind of activity extends the language arts into science and gives children an opportunity to practice research skills in a functional setting.

Some features of the *Integrative Options* strand are:

Physical Education

The development of gross and fine motor skills is essential to learning and many suggestions are made for physical education activities, particularly at Levels One and Two. Also, a child whose confidence has been increased through physical activities is well on the way to developing a positive self image that will be reflected in all aspects of learning.

Some objectives for the physical education activities are: understanding of left and right; awareness of body parts; improvement of powers of concentration; understanding of space relationships.

Manipulative Activities

Children’s learning proceeds from concrete personal experience to impersonal analysis. The manipulative activities suggested in this strand—for example, sorting, classifying, making shapes, putting items in sequence—reinforce the concepts taught and reviewed in the *Concept Development/Comprehension* strand.

Sensory Perception

A child’s sensory experiences contribute to the conceptual background essential to meaningful reading. Vocabulary related to the senses is built up as children listen to sounds, collect items with different smells, make a touch box, and so forth.

Visual Arts

Activities such as painting, drawing, modeling, allow children to express reactions and feelings, to respond individually to what has been read, discussed, and thought about. The development of personal and creative expression is an important part of language arts learning.

Drama

Drama can be classified as creative or informal drama, which includes movement, mime, and improvisation, and interpretive or formal drama, which includes polished improvisations and plays. In the primary grades, the emphasis is on informal drama. The activities include suggestions that children mime, react to music, relate personal experiences, role play to understand the behavior of others, dramatize dialogue to understand characterizations.

Music

The music activities suggested in the *Integrative Options* strand have many purposes. Music, like the visual arts, gives children a form of individual response. Children can be encouraged to listen attentively and interpretively to music. The combining of sounds and words and the repetition of sounds and words in songs strengthen fluency. And music is an excellent starting point for miming, role playing, and acting.

Environmental Studies: Social Studies – Science

In addition to the reading selections categorized as Environmental Studies, the *Integrative Options* strand provides starting points for social studies and science projects.

The Environmental Studies: Social Studies selections and the suggested social studies activities in the *Integrative Options* strand for Levels One to Three focus on the community—the school, the local community, housing in the community, workers in the community.

At the same levels, the Environmental Studies: Science selections and the suggested science activities in the *Integrative Options* strand emphasize the growth and development of plant and animal life.

DECODING SKILLS



In *Starting Points in Language Arts* the primary objective is to have children *read with meaning*.

Multi-Strategy Approach

Psycholinguists state that for the skilled reader, reading is a *critical thinking* process. The reader asks a series of mental questions: What does this word mean when it is related to this word? Does this word make sense? What words do I know of that begin with this letter? What does this suffix tell me about that word? What do I know about this topic? Does this sentence make sense? The skilled reader, in fact, uses not one method of word attack but a variety of *word attack methods to make predictions* about the meaning — predictions that are confirmed, rejected, or amended as the reading act progresses.

A beginning reader is also capable of using a multi-strategy approach to reading; indeed he/she should be taught to do so. For example, a child who is asked to unlock the meaning of the sentence, "The horse raced along the track," and who has never seen the word *horse* in print, might ask questions similar to these: What do I know that races on a track? What words do I know that begin with the letter *h*? Would the words *house*, *hand*, or *hold* make sense in this sentence? Would *horse* make sense? Do horses race on tracks?

In a multi-strategy approach, the reader uses context, phonetic analysis, and structural analysis to decode ideas — rather than isolated words.

The *Decoding Skills* strand in *Starting Points in Language Arts* is designed to teach and encourage all children to adopt a *multi-strategy approach*.

New Words

All new words are first encountered in context. At Level One, the new words are introduced in the discussion related to each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. From Level Two on, it is recommended that children not be taught new words prior to the reading of the text selection but that they be given the opportunity to recognize the new words through context. If, during reading, a child fails to recognize a word through context, it is suggested that the teacher encourage the child to try other word attack skills. If these fail, the child is told what the word is so that he can continue with reading the selection. The new words are taught or reviewed in the subsequent decoding activities.

Word Meaning

It is context that gives the reader the opportunity to apply his personal experience to the unlocking of meaning. It is also context that supplies the reader with the *semantic* and *syntactic* information needed to read with meaning.

The word *run* can be *identified*, but its meaning cannot be *recognized* until the word is seen in context. For example:

He hit a home *run*.
They will *run* fast.
She has a *run* in her stocking.
Do not *run* up the costs.
What a *run* of luck.
These colors will *run* when they are washed.
Do not let the water *run* over.

It is the *semantic information* in the sentence as a whole that determines the meaning of the word *run* in each of the above sentences. A characteristic of the English language is of course the fact that a considerable number of words have multiple meanings.

Another element essential to understanding the meaning of a sentence in English is *word order* — the grammatical relationship of one word to another. For example,

Curt patted Mr. Mugs.
Mr. Mugs patted Curt.
Mr. Mugs was patted by Curt.
Curt was patted by Mr. Mugs.
Patted Curt was Mr. Mugs.

In each of these sentences it is the *syntactic information* that the reader needs to tell whether the sentence makes sense.

The first section in the *Decoding Skills* strand is titled “Word Meaning.” It is in this section that children learn and practice the use of context. Activities include: using the new words to complete sentences related to the language development charts or reading selections; using the new words to complete sentences unrelated to the language development charts or reading selections; completing original sentences; choosing the right words to complete sentences; choosing the best words to complete sentences and giving reasons for choices; recognizing the meanings of words according to context.

Phonemic Analysis—Structural Analysis

The sections “Phonemic Analysis” and “Structural Analysis” sections in the *Decoding Skills* strand are designed to teach children phonetic and structural elements.

In summary, the phonemic elements taught at Levels One to Four include:

Level One: auditory and visual discrimination of seven initial consonants

Level Two: auditory and visual discrimination of remaining initial consonants and final consonants

auditory and visual discrimination of digraphs *sh* and *th* (voiceless)

auditory and visual discrimination of short vowels *a* and *o*

Level Three: auditory and visual discrimination of digraphs *ch*, *wh*, and *th* (voiced)

auditory and visual discrimination of short vowels *e*, *i*, *u*

auditory and visual discrimination of long vowels *a*, *o*, *e*, *i*, *u*

Level Four: initial consonant clusters *fl, sl, pl, cl, bl, gl, br, gr, tr, cr, fr, pr, dr, sm, sw, sp, sn, sk, sc, scr, str, final ng, nt, nk, nd, sk*
vowels — *ee, ar, or, ur, ir, er, ow, ou, ear, all, aw*

In summary, the structural elements taught at Levels One to Four include:

Level One: graphemic bases

Level Two: plurals with *s*

possessive *'s*

verb ending *s*

graphemic bases

Level Three: verb endings *ed, ing*

principles of contractions

graphemic bases

Level Four: plurals with *es*

dropping the final *e* and doubling of final consonant before *ed, ing*

suffixes *er* (agent), *er, est, y, ly, ful*

graphemic bases

LANGUAGE DEVELOPMENT



The development of oral and written language is a primary objective of *Starting Points in Language Arts* and, as such, features in the *Concept Development/Comprehension* and *Writing* strands. The objectives of the *Language Development* strand concentrate on (1) the mechanics of oral and written language, (2) sentence structure and usage.

Mechanics of Oral and Written Language

Punctuation skills taught in Levels One to Four include: capitalization; the use of the period, question mark, exclamation mark, the dash; some uses of the comma; the use of the apostrophe in possessive forms and in contractions.

Sentence Structure and Usage

At Levels One to Four, emphasis is placed on developing an understanding of the sentence. A section titled “Sentence Awareness” suggests activities requiring children to discriminate between finished and unfinished sentences; complete sentences and questions; make up sentences, combine sentences, substitute words in sentences, transform sentences, add phrases to sentences, and so forth. At the same time, children begin to acquire a knowledge of the forms and functions of parts of speech — for example, pronouns, nouns, verbs, and adverbs. Usage items emphasize irregular verb forms.

Awareness—Teaching—Application

New elements in the *Language Development* strand are introduced orally to the children in order to develop an awareness; children are not expected to master the skill. Second, the element is taught. And, third, the child is expected to apply the skill.

WRITING



Writing for children in the elementary grades is both a means of self-expression and a means of communication. If language is thinking, then writing—like talking—is another way in which children think about new experiences, relate them to what they already know, modify and extend their understandings, and make sense of the world around them. And because a child rarely writes about a topic that he/she has not talked about or read about, an effective writing program must be based on a strong program in oral expression, reading, and listening. Writing will be more readily viewed as a means of communication if the child is given a purpose for writing. If writing is to be read by others, then children more quickly appreciate the need for correct spelling, appropriate punctuation, and clear sentence structure.

In the early levels of *Starting Points in Language Arts*, the overall objectives of (1) writing as a means of self-expression, (2) writing as a means of communication, and (3) writing using appropriate punctuation and sentence structure are achieved through a core program and a personalized program.

A Core and Personalized Program

The *Writing* strand in *Starting Points in Language Arts* has been designed to give the teacher and the students both a core group program and a personalized, or individualized, program

	Core Group Program	Personalized
Level One	Building sentences with word tickets for new words in Level One Printing letters	Dictating stories for <i>Writing My Own Reader</i>
Level Two	Making vocabulary charts Printing words, sentences	Building stories from <i>Writing My Own Reader</i> Entering vocabulary in <i>My First Dictionary</i> Creative writing
Level Three	Making vocabulary charts Printing sentences Printing run-over sentences	Entering vocabulary in <i>My First Dictionary</i> Creative writing Writing a Personal Journal
Level Four	Making vocabulary charts Printing in reduced size Directed writing	Entering vocabulary in Personal Word Books Creative writing Writing a Personal Journal

Initial Writing at Level One

Although most children beginning Level One are not yet able to write on their own, there are important reasons for the implementation of an initial writing program. First a writing program that enables children to contribute to experience charts and to dictate individual stories makes meaningful use of the language resources a child brings to school. Second, one of the most powerful concepts the beginning reader acquires is the knowledge that reading is “talk written down.” Third, writing reinforces the reading skills by giving children opportunities to use the vocabulary they have acquired. And, fourth, children are made aware immediately of the relationships that exist between speaking, listening, reading, and writing.

Dictated Stories — Children contribute to chalkboard experience charts based on experiences and activities related to the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. Also at Level One each child dictates a minimum of five stories—and preferably ten—to the teacher, who, in turn prints the story in the child’s *Writing My Own Reader* booklet. The teacher then “reads” the dictated story with the child and repeats the reading as often as possible.

Building Words and Sentences — In addition to the dictation of chalkboard and individual stories, the *Initial Writing* strand in Level One includes a developmental program in sentence building. As the new words are introduced for each language development chart in the *Initial Reading Charts* or *Mr. Mugs*, children are given corresponding letter tickets and word cards, punctuation cards, and rebus cards, which they use to build words and sentences. As children manipulate the word cards to build a variety of sentences, they develop an understanding of left-right progression, capitalization, punctuation, and the structure of a sentence.

Printing — A developmental printing program is introduced in Lesson 7 of Level One. The teacher’s guide gives detailed instructions for the teaching of the printing of lower and upper case letters. Practice pages for pupil use are contained in the *Self-Help Activities/Spirit Duplication Masters* for Level One.

Writing at Levels Two, Three, Four

The Writing strand at Level Two and Level Three is developed under the headings — “Developing Readiness for Creative Writing” and “Printing.” Partway through Level Four, “Printing” becomes “Printing and Directed Writing.”

Developing Readiness for Creative Writing

Building Stories — In Level One the teacher took from each child a minimum of five dictation stories. After each story was dictated, the teacher was asked to copy the words onto a series of word tickets, bundle the tickets for each story together, and store for later use. At Level Two it is suggested that the children be given opportunities to build their dictated stories.

My First Dictionary Personal Word Book — Beginning about halfway through the Level Two program, each child starts to enter words in a *My First Dictionary* booklet, beginning with words on his/her word tickets. At Level Four, children continue to list words in their Personal Word Books.

Vocabulary Charts — Starting in Level Two, it is suggested that the teacher and the children co-operate to prepare vocabulary charts. The purpose of these charts is to build vocabulary related to a particular topic — animals, weather, and so forth. The charts then become a reference source for creative writing.

Personal Journal — Starting in Level Three, children are encouraged to keep a journal in which they write about experiences that are important to them.

Printing

In Level Two, children learn to print words and sentences. In Level Three, they print run-over sentences, complete sentences, print answers to questions, and print original sentences. Reduced printing of letters and sentences is introduced in Level Four.

Directed Writing

At Level Four children learn to write stories by selecting words and phrases to complete stories, by answering questions to create stories, by writing story beginnings and endings. They are also required to write poetry using simple models.

ALTERNATIVE STRATEGIES



This strand contains suggestions for the activities designed to re-teach, reinforce, or review skills already introduced in the *Decoding* strand, for example, auditory and visual discrimination of beginning consonants, rhyming, and word recognition. To increase their motivational value, many of the activities are presented as games.

While the teacher will need to introduce the activities, most students will be able to use them in small groups without difficulty.

The activities in this strand will be of benefit to children who are experiencing difficulty with a particular skill. With these pupils, the teacher should use the activities as a teaching tool. For the average students, the activities will provide additional reinforcement. Superior pupils will enjoy reviewing a skill in a new context.

(Note: The *Mr. Mugs Games Kit* contains materials for each game that is described as a "Mr. Mugs Game.")

STARTING POINTS IN LANGUAGE ARTS—PROGRAM MATERIALS

LEVEL ONE TEXT MATERIALS			LEVEL ONE NON-TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Mr. Mugs Games Kit	Consonant Flip Cards	Supplementary Materials
Mr. Mugs OR Initial Reading Charts	Mr. Mugs Book, Level 1 Spirit Duplication Masters Level 1 OR Guidebook for Level 1	Mr. Mugs Book, Level 1 Spirit Duplication Masters Level 1 OR Self-Help Activities, Level 1	Package of 30 word tickets —Writing My Own Reader —My First Dictionary	Games for the teaching of decoding skills	Flip cards for the first 12 graphemic bases	—Mr. Mugs Stuffed dog —Hand Puppets of Mr. Mugs —Mr. Mugs Badges —Mr. Mugs Dog Tags
Mr. Mugs — A Jet-Pet						
LEVEL TWO TEXT MATERIALS			LEVEL TWO NON-TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Mr. Mugs Games Kit	Consonant Flip Cards	Supplementary Materials
Mr. Mugs Plays Ball Mr. Mugs and the Blue Whale	Guidebook for Level 2	Mr. Mugs Book, Level 2 Spirit Duplication Masters Level 2 OR Self-Help Activities, Level 2	(same as above)	(same as above)	(same as above)	(same as above)
LEVEL THREE TEXT MATERIALS			LEVEL THREE NON-TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Mr. Mugs Games Kit	Consonant Flip Cards	Supplementary Materials
First Prize for Mr. Mugs Mr. Mugs Is Lost	Guidebook for Level 3	Mr. Mugs Book, Level 3 Spirit Duplication Masters Level 3 OR Self-Help Activities, Level 3	(same as above)	(same as above)	(same as above)	(same as above)

LEVEL FOUR TEXT MATERIALS				LEVEL SIX TEXT MATERIALS			
Student Texts		Teacher's Guidebook	Student Activity Books	Student Texts		Teacher's Guidebook	Student Activity Books
Sharing Time			Mr. Mugs Book, Level 4 Spirit Duplication Masters Level 4	Mr. Mugs is Kidnapped			Mr. Mugs Book, Level 6 Spirit Duplication Masters Level 6
Happy Days for Mr. Mugs		Guidebook for Level 4	OR Self-Help Activities, Level 4	It's Saturday		Guidebook for Level 6	OR Self-Help Activities, Level 6
In a Dark Wood				Feather or Fur			
LEVEL FIVE TEXT MATERIALS				LEVEL SEVEN TEXT MATERIALS			
Student Texts		Teacher's Guidebook	Student Activity Books	Student Texts		Teacher's Guidebook	Student Activity Books
Mr. Mugs at School			Mr. Mugs Book, Level 5 Spirit Duplication Masters Level 5	Just Beyond			Mr. Mugs Book, Level 7 Spirit Duplication Masters Level 7
In the Rain		Guidebook for Level 5	OR Self-Help Activities Level 5	What If?		Guidebook for Level 7	OR Self-Help Activities, Level 7
Mr. Mugs to the Rescue				The Secret Life of Mr. Mugs			

Learning Centers — An Alternative

Traditionally, the organizational pattern and the instructional methodology of the classroom has been teacher-directed. Currently, there is interest in providing alternatives to the teacher-directed instructional methodology. A *learning-center approach* may be an alternative that can provide an environment that not only stimulates new learning but also effects an integration of language arts content with other subjects and an integration of learning processes.

Learning centers or activity centers may be described as vehicles for providing self-directed learning experiences. The degree of teacher direction required within a center will depend on (1) the degree to which pupils are able to work independently, (2) the level of skill necessary in relation to a particular type of center, (3) the ability of the children to function as a group in the performance of a group task, (4) the materials available, and (5) the interest of the children.

While centers may have different names, the value of a center is related to its *purpose*. The teacher who wishes to provide an alternative learning environment must be ready to establish specific objectives for each center, and to ensure that the objectives are implemented in the suggested activities for each center. A learning-center approach requires that the major part of the teacher's planning be done before the children begin to work at the centers.

Learning Centers in Starting Points in Language Arts

A learning center approach can be used with any subject area. If centers are established in conjunction with the *Starting Points in Language Arts Series*, it is recommended that teachers study the *Integrative Options* strand. It has been suggested that some activities be done at centers; certainly many other suggested activities would lend themselves to such an approach.

The following types of centers would be appropriate for teachers using the *Starting Points in Language Arts Series*. The materials needed for these centers would vary according to specific objectives; not all materials would be needed in a center at one time.

<i>Type of Center</i>	<i>Materials Needed</i>
Dramatic Play	old clothes; hats; purses; shoes; mirror; different kinds of puppets; puppet stage
Arts	paints; brushes; modeling materials; cut-and-paste materials; different kinds of paper; scraps of materials; newspapers; magazines; toothpicks; popsickle sticks; sponges; string; ribbon; cardboard cylinders
Manipulative Materials	games; puzzles; building blocks; beads; buttons; shapes; any items suitable for classifying
Library	books; magazines; slides; viewer; rocking chair
Mathematics	sorting items — pegs, macaroni, lids, screws, spools, corks, beads, nails, blocks, peg boards and pegs; flannel board and objects; attribute blocks; shape puzzles; materials for measuring — string, ribbon, tape
Sand or Water	containers of all shapes and sizes; funnels; strainers
Sensory	items related to touch — materials, bark, stones; items related to smell and taste — spices, foods, fruits
Interest	an interest center may be set up to capitalize on a topic that is of concern to the class or to a group at a particular time

Physical Structure of Centers

An activity center does not have to be elaborate in its physical structure. A few desks pushed together may represent a Writing Center for one part of the day and a Mathematics Center at another time. Two or three painting easels may be the Art Center; in another classroom the Art Center may be a corner of the classroom covered with newspapers. A shelf or a table may be all that is needed for an Interest Center. The physical structure should be such that it is possible to make changes easily.

Establishing Centers

A learning-center approach is not essential to the implementation of the *Starting Points in Language Arts* program. However, those teachers who wish to establish centers may find the following suggestions helpful.

1. Introduce the learning-center approach gradually if children have had no previous experience.
2. Take time to discuss with the children the function of each center and the use of materials.
3. Designate a specific place in the center for storage of supplies and materials.
4. Designate a specific place in the center for storage of unfinished and finished projects.
5. Make sure that children know they are responsible for “housekeeping” in each center.

Lesson Plans
for
Sharing Time
Happy Days for Mr. Mugs
In a Dark Wood

Objectives

Listening to poetry
Discussing poetry
Relating poetry to personal experience
Making booklets
Miming
Reading interpretively

This group of poems and the directions are to be read by you to the entire group of children. Read each poem to the children and allow the group as much time as is necessary to complete the follow-up activities before beginning the next poem.

In this section there are suggestions to direct the children's conversation, thus teaching them to speak and to listen. Some activities prompt a response through artistic expression and authorship. Other activities promote expression through mime.

It is recommended that you read the lesson plans for this entire unit before beginning.

Pages 6-7

Lopsided Looking

Poetry should first come through the ear. With this in mind, read this poem to the children as they listen with books closed.

Tell the pupils that the first poem in their reader is entitled "Lopsided Looking," by D. R. Kearns. Briefly discuss what is meant by "lopsided." Ask the children to listen to the poem as you read, to find out if this is a good title. Read the poem to the children.

Have the pupils open their readers at this poem and discuss the picture. Then read the poem again, while the children follow along.

The children will be wondering what their own reflections would look like in water, and your reading of the first four lines of page 7 will further stimulate their curiosity. Let them experience looking at themselves in water, using various containers such as pails, pans, or large plastic containers. Then let them look in a mirror to see how they really *do* look. If you are able to obtain a camera which takes instant pictures, photo-taking could be included in this activity.

Tell the children that the reader has a suggestion for doing something that you think will be fun. Read the rest of page 7 to them, as they listen to find out what the activity is.

Let the children talk about the idea of making books. Discuss with the children why books about themselves will be interesting not only to themselves, but to you and to others as well. Bring out the idea that no two people are exactly alike, and that everyone is interesting and has something to contribute to the general interest. Read the following poem, as the children listen to hear Margaret Hillert's ideas on this subject.

Isn't It Wonderful

Isn't it wonderful, isn't it strange
That I'm just myself and I'll never change?
Of all the people that I can see,
There isn't a one who is just like me.
I live in a house of skin and bone,
And the thoughts I think are all my own.
Oh, the world is big, but inside of me,
I am just myself and I LIKE to be!

Margaret Hillert

Read again the directions at the bottom of page 7, then let the children make their pictures with crayons and write their stories on a separate sheet of paper. The story might be one line or many sentences, depending on the capability of the pupil. Let those who are not confident dictate one or two sentences to you.

A Friend Is Someone I Like...

Discuss with the group what constitutes a friend. Read the title “A Friend Is Someone I Like...” and have the pupils consider whether this definition sums up their thinking.

The first three lines on page 8 will serve to introduce the poem. Read the poem to the children as they listen to hear what the poet has to say about friends.

Have the children open their books and discuss the picture. Read the poem again for enjoyment, as the children follow along.

Read the question, “What do you do with your friends?” and give the children time to share their ideas. Speaking is a very important part of the entire program. Listening to other children tell their stories often stimulates the slower child and makes story writing less difficult for him or her. It is beneficial for the more able children as well, as it gives them practice in organizing their thoughts for clarity and effect.

Suggest to the children that they will want to add something about friends to the books they are writing. Read the directions at the bottom of page 8 and let the children get to work. You will find that some children will be capable of writing fairly long and well constructed stories. Others may be able to compose stories well, but will want to dictate them to you. Other children will be satisfied to write only a sentence or two, and some will be content just to write captions for their pictures.

When I’m Alone...

“We can’t spend all our time playing or working with other people. Sometimes other people are all busy, and we find that we have to amuse ourselves. This next part of the story is called ‘When I’m Alone...’”

Read the first three lines on page 9 and then proceed to read the poem, as the children listen with books closed to find out what the boy does to have fun all by himself.

Ask the pupils to open their reader at page 9, look at the illustration, and read the poem to them again as they follow in the book. Then read the question following the poem, and encourage the children to tell what they do when they are alone.

Read the directions at the bottom of page 9 and give the children time to draw their pictures and write their stories. Be sure to write for any child who still needs this help.

Recall the discussion about what the children do to amuse themselves when they are alone. Tell them that there are other ways of having fun alone.

Then ask the children to open their readers at page 10. Let them look at the pictures and try to guess what is happening. Then read the poem to them as they listen to find out if their guesses were right. Let them discuss the poem, and tell what they sometimes pretend to be.

Read to the end of paragraph 5 on page 11. Let the children talk about miming and ask you questions, until they understand clearly what it is all about. Then let volunteers mime as the other children try to guess what they are miming. Let children choose partners and prepare a mime together to present to the class.

After the miming, read to the children the directions at the bottom of page 11, and let them draw pictures and write their stories.

Special Days

Tell the children that the next part of the story is about special days. The first poem is about a very special day that everyone has — one that is very much his or her own. Let them guess what the day may be.

Read the first two lines on page 12 and then the poem, as the children listen to hear the poet’s feelings about a birthday. Have the children open their readers and discuss the pictures. Then read the poem again, as the children follow along. If the children are interested, read other birthday poems to them.

Read the two paragraphs following the poem on page 12, then give the children plenty of time to share their thoughts and experiences of birthdays. This is a topic of great interest to children and they should have much to say. Even the shyest child may be moved to contribute. Encourage as many children as possible to take part in the discussion.

Be aware at all times of the fact that oral language develops a depth in thinking and causes children to extend themselves. Use many colorful and interesting words and soon you will begin

to hear these from boys and girls. Show excitement when a child says something in a different way, or uses an interesting or colorful word. This will lead to getting the imaginative from children.

Read the directions at the bottom of page 12, and let the children make their drawings and write their stories.

Page 13

Then ask the children to turn to page 13 and guess what special day this poem is about. Read the poem to them as they listen to find out what the poet has to say about Hallowe'en.

Then let the children talk about their reactions to the poem, "How does this poem make you feel? Why? Why do you think people started putting out pumpkin lanterns on Hallowe'en?" The children may wish to share their own experiences cutting out Hallowe'en pumpkins.

Read the poem again and then discuss with the children what feeling should be in the voice as this poem is read. Let volunteers from the group read the poem or help the children work out an effective choral speaking arrangement of it.

Read the questions below the poem to the group and let them share their Hallowe'en experiences.

Then read the second paragraph under the poem and have the children talk about other special days of the year.

Read the directions at the bottom of page 13 and let the children make their drawings and write their stories. Tell them that this is the last suggestion given in the reader for pictures and stories for their books. Some children may wish to write about and illustrate other topics about themselves for their books. Let them do so.

Page 14

Making the Booklets

Now that all the pictures have been drawn and all the stories written, suggest to the children that it might be fun to share some of their pictures and stories with the others before binding them into books.

Let the children choose one or more of the pictures they made through this selection to show to the group and tell about. Each child should read for the group one or more of the stories he or she has written.

When the children have finished sharing their pictures and stories, read page 14 to them. Let them discuss and prepare the additional things they need to complete their books, such as covers, title pages, and tables of contents. Then staple the booklets together for them, and place them in the classroom library.



COMPREHENSION

Using the table of contents
Formulating questions
Observing picture details
Speculating and predicting
Reacting to what is read
Recalling details; verifying answers
Drawing inferences
Reading orally
Making judgments; drawing conclusions
Applying story ideas to personal experiences
Identifying main idea
Discriminating between acceptable and unacceptable behavior

INTEGRATIVE OPTIONS

Drama — interpreting a story through creative movement
Water Safety — discussing water safety and making a chart of rules
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying the phoneme-grapheme correspondences /a/a, /ā/ a-e
Recognizing and identifying the phoneme-grapheme correspondence /l/l in final position
*Introducing the phoneme-grapheme correspondences /fl/fl, /sl/sl
Recognizing possessive forms adding 's
Spelling words using graphemic bases
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Developing sentence awareness
Discriminating between sentences and fragments; expanding fragments
Recognizing and identifying sentence patterns using connectives *and*, *but*
Recognizing and reading run-over sentences; recognizing paragraphing
Recognizing and identifying use of commas, exclamation points; recognizing exclamatory sentences
Recognizing use of series of periods and capitalization in text
Recognizing and identifying pronouns and their antecedents
Recognizing and identifying alphabetic sequences (letters); producing sequence using two and three words

WRITING

Integrating speaking, writing, reading relationships: making vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Reviewing printing of letters

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying consonant clusters *fl*, *sl*

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters' feelings; about story situation
Applying story ideas to personal experiences
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify the phoneme-grapheme correspondences /a/a, /ā/a-e, /l/l, /fl/fl, /sl/sl
Listening to develop sentence awareness

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Formulating questions
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Drawing conclusions
Recognizing cause-and-effect relationships
Identifying main idea
Discriminating between acceptable and unacceptable behavior

Developing Pupil Inquiry

*Using the
table of
contents*

Have the group turn to the table of contents. You might say to the children, "Find the title of the first story in the book. What is it called?" Recall with the children the contents of the first selection. Have them note the titles of the poems in the table of contents. Have the children look at the next page of the table of contents. "Now put your finger on the next story. What is the name of this story?" If no one can read the title, read it for the group.

*Formulating
questions*

"Is there something you would like to know about this story? What questions would you like to ask?"

When someone volunteers a question, print the question on the chalkboard or on a sheet of newsprint with the volunteer's name.

If the pupils don't ask any questions or have difficulty formulating them, model the questions for them. You might say, "I would like to know who makes the giant splash. How would you ask me that question?"

*Observing
picture details*

Have the pupils look again at the table of contents and find the number of the page on which the story begins. "Let's turn to page 15 and see what we find out about the story."

Have the pupils turn to page 15, note the title, and look at the illustration. Allow the children to enjoy the picture and comment freely on it. You could discuss questions such as the following: "Whom do you see on this page? What is happening? How do you think Mr. Mugs feels? What makes you think so?"

Speculating

Encourage the children to speculate further on the story by asking questions such as: "Why do you think Mr. Mugs fell into the water? What was he doing? What kind of adventure is Mr. Mugs having? What might happen next?" Allow ample time for discussion and the telling of stories.

If the children indicate that they can now answer one or more of their initial questions, elicit that they must read the text to know for sure what the answers are.

*Formulating
questions*

"Is there anything else you want to know about the story? What other questions would you like to ask?"

Some questions might be as follows:

Who makes the giant splash?
Why is Mr. Mugs in the water?
Why does Mr. Mugs look so surprised?
How will Mr. Mugs get out of the water?

Four or five questions are sufficient at this point. Depending on the number of questions developed during the pre-reading discussion, two or three more may be added during the course of the reading and discussing. In some lessons, try to include a question that the children

cannot answer simply by reading the text, but that they must answer by inferring, predicting, or speculating.

Read the questions over with the pupils.

"Now let's read the story to see whether we can find the answers to our questions."

Developing Pupil Response

Reading

*Reacting to
what is
read*

*Recalling
details*

*Verifying
answers*

Since the story is short, have the pupils read the entire story silently.

When they finish reading, let the children discuss their reactions to the story. Ask: "Did you like the story? What did you like about it?"

Then refer the group to the first question: "Who makes the giant splash?" Have the children give the answer in their own words.

"How did you find out the answer to this question?" Elicit that they found out by looking at the pictures and by reading the text. Have the pupils read the lines of the story that answer the question.

After the first question has been answered and verified, have a pupil check it off.

*Recalling
details;
verifying
answers*

Ask a pupil to read the second question: "Why is Mr. Mugs in the water?" Have the children answer the question in their own words. Then ask someone to read the section of the story in which the answer is found.

Have a pupil read the third question. Before the children answer this question have a member of the group read aloud the last four paragraphs on page 17 and all of page 18. "What was annoying Mr. Mugs in this part of the story? What did Mr. Mugs mean to do with his little jump? What happened to him instead?" Now let the children discuss the answer to the question. Point out to the children that the answer is not written out exactly for them in the text, but that they can figure out the answer by thinking about what happened in the story.

*Drawing
inferences;
recalling
details*

Continue in the same manner until all the questions in the box have been discussed and, if applicable, verified in the text or through the illustrations. Let the children check off the questions as they are answered and verified or discussed. Often the pupils will not be able to find answers to their questions in the story text or illustrations. This will require the children to relate to past experiences and to draw inferences in order to decide upon answers. In some instances they will learn that there may be more than one answer to a question and that often no one answer is entirely correct.

Reading orally

Suggest that the pupils might wish to select parts of the story to read aloud, and have them read the story silently again in preparation for this.

Next, have the pupils find exclamation marks in the story and recall their effect on oral reading. Let various children demonstrate how they think these sentences should be read.

Synthesizing

*Making
judgments*

*Recalling
details*

*Applying story
ideas to personal
experiences*

*Predicting
details*

*Drawing
inferences*

*Drawing
conclusions*

1. "Do you think that Curt, Jan, and Mr. Mugs really liked fishing? Give reasons for your answer. Why did they want to go fishing with Mommy and Daddy?"

2. "Did Curt, Jan, and Mr. Mugs try to behave well while Daddy and Mommy were fishing? What did they want to do while Mommy and Daddy fished?"

3. "Have you ever been in a boat? Did you like going fast or slow? Tell about it."

4. "Why did Mr. Mugs get into trouble? Do you think that Mr. Mugs will get punished later for what he did? Why or why not?"

5. "Look at the picture on pages 16 and 17. What are Curt, Jan, Mommy and Daddy wearing? Why are they wearing life jackets?"

6. "Do you think that Curt, Jan, and Mr. Mugs will go with Mommy and Daddy when they go fishing again? Why or why not?"

Developing Comprehension, Research, and Listening Skills

*Recognizing
cause-and-effect
relationships*

Literal Comprehension. Write the following sentences on the chalkboard. Have the children read the sentences and orally choose the correct ending for each one. Then have a pupil come to the chalkboard and draw a line to the ending chosen. Point out to the children the cause-and-effect relationship in each sentence.

1. Daddy made the boat go fast so — everyone fell into the water.
— everyone got wet.
— Mr. Mugs jumped out of the boat.
2. Mr. Mugs wanted to get the fly so — he sat still.
— he looked at the fast boat.
— he jumped after it.
3. Mr. Mugs jumped out of the boat so — the boat went this way and that.
— Daddy got a fish.
— Mr. Mugs got the fly.

*Identifying
main idea*

Literal Comprehension. Write the sentences below on the chalkboard. Have the children read over the first page of the story. Then have them read the three sentences on the chalkboard. Ask the children which sentence of the three best sums up what happens on that page. Let the children discuss until they reach a decision.

- page 16: 1. Daddy took a bath.
2. Mommy, Daddy, Jan, Curt, and Mr. Mugs went for a boat ride.
3. Jan, Curt, and Mr. Mugs saw a fast boat.

- page 18: 1. Jan laughed at Mr. Mugs.
2. The boat fell over.
3. Mr. Mugs jumped into the water.

- page 19: 1. Mr. Mugs got back into the boat and they all went home.
2. Mr. Mugs surprised a fish.
3. Mr. Mugs splashed in the water.

*Discriminating
between
acceptable and
unacceptable
behavior*

Critical Thinking. “I am going to tell about some situations. Listen and decide what you should do in each case and explain why.”

1. “Your new friend’s parents have taken you along on a fishing outing. This is your first trip in a boat. What do you do?”

- Argue that you don’t need to wear a life jacket because you are a good swimmer.
- Sit still in the boat and do what you are asked to do.
- Fool around with your friend by splashing each other and pushing to make the boat rock.
- Help to share out the picnic at lunch time.
- Fuss and whine to go home if you don’t catch any fish and get bored.
- At the end of the outing, thank your friend and his or her parents for letting you come along and tell them you had a good time.

INTEGRATIVE OPTIONS

Drama

Interpreting a Story Through Creative Movement. The children may enjoy interpreting a story by means of creative movement. This activity can be done in an open area of the classroom or in the school gym. Some preliminary preparation is needed on your part, such as finding suitable recordings, setting up the record player, gathering suitable musical instruments.

“Be Curt or Jan skipping happily on a warm summer’s day.”

(Light, skipping music, such as “Jack and Jill.”)

“Sit down in your boat and row it down the stream. Show me with your arms how you can row.”

(As the children row, have them sing:

Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

Have them row in time to the rhythm of the song.)

“Now, remain in your boat and feel the boat rocking very gently on the water. Can you rock very gently in your boat?”

"Now the water is getting rougher, and your boat begins to rock more and more. Listen to the drum; it will tell you when the water is calm and when it gets rougher."

(A drum can be used here. Tap lightly at first and gradually make the beat louder and more abrupt.)

"The water is growing still again. Sit still and listen to this music."

(Play some smooth, soft music, such as a lullaby or a nocturne. After it has been played, ask the children to describe the music.)

"Stand up and be the calm, cool water rippling over the pebbles."

(Play the soft music again.)

"Now the water is getting rough again. Be the big rough waves splashing the boat."

(This should be done first on the spot, using only arms, then moving slowly round the room. Encourage the use of the whole body. Drums can be used again here to suggest the waves increasing in size and power.)

"The big waves rocked the boat about so much that Mr. Mugs fell into the water. Show me what Mr. Mugs would look like splashing about in the water."

(Play lively music, such as "The Dance of the Cygnets" from "Swan Lake.")

"When Mr. Mugs got out of the water, he probably gave himself a good shake to get rid of all the water. Shake all over like Mr. Mugs would have done."

(This can be done two or three times with the shake of a tambourine. When the tambourine stops, the children must stand still like statues.)

"Now lie down on the grass and have a rest. Feel the warm sun on you and the fresh green grass under you. Make every part of you feel as if it is going to sleep."

(During these few minutes of relaxation, the idea of nature music could be introduced. Ask the children to imagine they can hear the birds singing, the bees buzzing, the wind whispering in the trees and the reeds, or the rippling water. If music is wanted, the forest music from "Siegfried" or some other nature or pastoral music would be excellent.)

"Your rest is over now. Curl up very tightly and stretch out very slowly several times."

(Tambourine and slow beat)

"You are nice and dry now, so roll about happily in the grass."

(Slow, rocking waltz)

"Stand up and be Curt or Jan skipping home."

(Skipping music as at the beginning.)

If the children enjoy this activity, the following ideas could be used over several lessons, a few at a time, developing other themes; for example,

1. Mr. Mugs may fall asleep and have a dream. The children can interpret the dream.
2. Mr. Mugs might watch the butterflies, birds, fish, etc., and the children can be these things.
3. Mr. Mugs might watch the clouds, and the children can be the children changing shapes in slow, sustained movements. (A gong is useful here.)

*Water
safety*

Discussing Water Safety and Making a Chart of Rules. Review with the children what aspects of boating safety were presented in the story. (1. Wearing life jackets in a boat. 2. Not moving around in a boat.) Have the children talk about the need for these rules and what might happen if the rules were disobeyed.

Have the children discuss other water safety rules they know. These rules could fall under the headings Boating Safety, Swimming Safety, and Safety on the Ice.

List all of the water safety rules discussed by the group on the chalkboard or on experience-chart paper.

If the children are unfamiliar with many common rules, you may need to pose situations for them and have them formulate the appropriate rules from these. For example, you could say, "Sometimes people driving motor boats may go into swimming areas. What might happen? What water safety rule can you make up about this situation?"

Your list of water safety rules might look somewhat like this:

1. Wear a life jacket in a boat.
2. Don't move around in a boat.
3. Do not go boating in bad weather.
4. Do not overload a boat.
5. Do not go out in a boat alone.
6. Never drive a motor boat near a swimming area.

7. If your boat capsizes, hold on to it.
8. Never swim alone.
9. Never dive into strange water.
10. Never skate or walk on thin ice. Ice should be 4" thick for skating and 8" thick for snowmobiling.

Have the children make water safety posters to illustrate the rules. Display these posters in the classroom and around the school.

Book Center

Story
Books

Bridwell, Normal. *Clifford's Good Deeds*. Four Winds.

Clifford, a large dog, tries to help his friend Tim, a Boy Scout, do good deeds—with disastrous but humorous results.

Carrick, Carol. *Lost in the Storm*. McGraw-Hill Ryerson.

Christopher loses his dog, Bodger, in a storm and worries about him all night.

Goodal, John S. *The Surprise Picnic*. Margaret K. McElderry (Atheneum).

A family sets out in a rowboat for a picnic on an island. This is the story of their adventures—quiet, comic, and exciting.

Marshall, James. *Speedboat*. Houghton Mifflin.

The slapstick misadventures of Jasper Raisintoast, who goes out for a spin in his boat.

Stokes, Jack. *Let's Catch a Fish!* Henry Z. Walch. (David McKay Co.).

An introduction to the pleasures of fishing and instructions on how to do it.

Film Center

Film

Safe in the Water. 15 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using sight and sound

Recognizing and identifying new words, using definition, phonemic, and rhyming clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /a/a/ and /ā/a-e

Recognizing and identifying the phoneme-grapheme correspondence /l/l in the final position

*Recognizing and identifying the phoneme-grapheme correspondences /f/fl and sl/sl

Recognizing possessive forms adding 's

Recognizing and identifying words, using consonant clusters fl and sl and graphemic bases

Recognizing phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

Word cards for *again, fell, told, them, fly, buzzing*, for each pupil

A set of cards numbered 1-6 for each pupil

Cards for graphemic bases *ill* and *ell* for each pupil

Cards for *fl* and *sl* for each pupil

Lines on the chalkboard for chalkboard dictation

Sheets of paper lined for printing

Sentence strips and cards for 's (See below)

Sheets of paper lined for printing spelling words

Word Meaning

New Words: *everybody, stopped, trying, told, fly, (n), thought, flying, again, would, another*

Decodable Words: *fishing, bath, had, been, whiz, lake, sit, fell, them, buzzing, right, way, wet*

Enrichment Words: *nearly, adventure*

Note: It is recommended that children not be taught new words prior to the reading of the text selections, but that they be given the opportunity to recognize the new words through context. If, during reading, a child fails to recognize a word through context, it is suggested that the teacher encourage the child to try other word attack skills. If these fail, the child should be told what the word is so that he or she can continue with reading the selection. The new words are taught or reviewed in the subsequent decoding activities. Decodable words are those that follow phonetic rules which the pupils have studied. Enrichment words are words which have been used to make the text flow more smoothly or to add color and interest. It is not intended that pupils master these words.

*Recognizing
and identifying
new words
using
context clues*

Print the following words on the board.

fishing
everybody
bath
had
stopped
whiz
lake

Say the words to the pupils, pointing to each one as it is said.

To help the pupils understand the meaning of the words, present the following sentences orally. Have the children determine which of the words would best go in each sentence. When a word has been suggested, repeat the sentence with the word in it. Have the pupils determine whether or not the word makes sense and explain why.

Checkmark each word as it is chosen

Where is _____ going?
I _____ a new coat last year.
We watched the racing cars _____ across the finish line.
The driver _____ the car when the policeman help up his hand.
Dad and I are going _____ on Saturday.
I got so dirty Mommy made me take a _____ .
Can we swim in the _____ ?

*Recognizing
and identifying
new words
using sight
and sound*

Now, print the following words on the board.

sit
nearly
fell
trying
told
them
fly
buzzing
right
been

Say the words to the group, pointing to each one as it is said.

After saying the words randomly, pick pupils to come up to the board and point to words that you now say again. Have the group agree or disagree with the pupil's choice each time.

Make word cards for *again, fell, told, them, fly, buzzing*. Give a set of cards to each pupil.

In response to the following oral definition clues, the pupils are to hold up word cards of words they think are being defined.

Check each time to make sure everyone holds up the correct cards.

*Recognizing
and identifying
new words using
definition,
phonemic,
and rhyming
clues*

This word begins with *f* and means “did fall.”
 This is a small insect.
 This word describes the sound bees and other insects make.
 This word means “an exciting happening.”
 You use this word when you are talking about more than one person. It begins with *th* and rhymes with *hem*.
 When you do something a second time, you do it _____.
 This word means “almost.”

Observing
 special words
 thought, would

Print these two special words on the board: thought, would.

“Here are a couple of surprise words. Look at this one.” Point to the word *thought* and pronounce it. “When you hear this word, you would expect it to be spelled *t-h-o-t*. But look. It has *u-g-h* in it. Whenever you see the word *thought*, remember that, in this word, the *u*, the *g*, and the *h* do not stand for any sounds.

“This word is tricky too.” Point to *would* and pronounce it. “This word rhymes with *good*, and you would expect it to be spelled the same way. But in this word, the *o*, the *u*, and the *l* are used instead of double *o* to stand for the sound you hear in the middle of *good*. This is another surprise word to remember.”

Use the two words in sentences such as the following to show meaning.

I *thought* I was right.
 We *would* like to play ball.

Phonemic Analysis

Print these two words on the board.

bath lake

Ask a pupil to read the first word.

“Mary, would you read this word, please? *Bath*? That’s right.

“Now, what vowel sound do you hear in *bath*? Unglided -a? Correct.”

Elicit some other words with the /a/ sound and list them under the word *bath*.

Follow the same procedure in presenting *lake*. Have the pupils recall that the *e* at the end indicates the glided *a*.

Elicit more words with the /ā/a-e correspondence and list these under *lake*.

Print the following words on the board. Give each pupil a set of cards numbered 1-6.

- | | |
|--------|---------|
| 1. cat | 4. cake |
| 2. hat | 5. lake |
| 3. man | 6. bake |

Now, read the following incomplete sentences, one at a time.

We have a _____ named Sam.
 I swim in the _____.
 Is that _____ your Grandpa?
 My _____ goes on my head.
 I can _____ cookies, Mommy!
 Let’s eat some _____.

After you read each sentence, direct the pupils to find on the board a word that will complete it. When they find the word, they are to note the number beside it and hold up the card with that number on it. When the cards go up, read the sentence again, with the indicated word on it, as the pupils listen to be sure the right choice was made.

Say these two words to the pupils: *fill*, *fell*. Ask if they notice anything different about the words. They should recognize the *ill* and *ell* bases.

Say *fill* and *fell* again, as the pupils listen for the final sound. Have the sound identified as the one *l* stands for. Point out that in *fill* and *fell* the final sound is represented by two *l*’s each time. Recall that *l* and *ll* stand for the same sound, and that the only way we can tell whether a word ends in *l* or *ll* is to remember the spelling as words ending in /l/ are met.

List some of these words on the board, either from your choosing or eliciting from the children.

Recognizing
 and identifying
 correspondences,
 /a/a, /ā/a-e

Recognizing
 and identifying
 correspondence
 /l/ll in the final
 position

fill	fell
sill	sell
will	well

Make word cards with *ill* and *ell* on them for each pupil. Have them hold up the appropriate card in response to the words they hear emphasized in these sentences.

I *will* go home.
He *fell* today.
Can you *sell* a train set?
Help me *fill* this hole.

Recognizing
and identifying
the phoneme-
grapheme
correspondences
/fl/f/, /sl/s/

“Two letters that are often used together are *f* and *l*. Listen to these words.” Say *fly, flower, flip, flat, flake*. “Did everyone hear the two sounds at the beginning of each word?”

Print the words on the board, so that the pupils can see the two letters at the beginning. Elicit other words from the pupils that begin with *fl* and print each word on the board as it is suggested. If a pupil suggests a word that does not begin with *fl*, repeat the words as the child listens for the initial sounds, then print the word so that he or she can see that the letters *f* and *l* do not occur together.

Have the pupils read all the words on the board to reinforce sight and sound of the consonant cluster.

Follow the same procedure in presenting the consonant cluster *sl*. The words *sly, slip, slap*, and *slice* may be used.

If some children have difficulty in detecting the two initial sounds in words beginning with *fl* and *sl*, give practice in noting the difference in sound between similar words; for example:

fat	sat	fame	sack
flat	slat	flame	slack

To test the pupils' ability to discriminate between these two consonant clusters, put the following words on the board.

slip	for
hill	flight
flew	slam
bike	slit

Give each child cards with *sl* and *fl* printed on them. Tell the pupils that you are going to point to each word on the board. If it begins with an *sl* blend, they raise their *sl* cards. If it begins with *fl*, they raise their *fl* cards. If neither cluster is seen, they remain still.

Taking
chalkboard
dictation:
listening
and
printing

Prepare the lined chalkboard for dictation. The children will work with four words at a time, so have enough lines in each child's space to accommodate them. If there are too many children in the group for all to work at the board at the same time, distribute similarly lined sheets of paper for the other pupils to use at their seats. Tell the children that you are going to dictate words and that they must listen to the sound at the beginning of the word and then print the letters that stand for that sound.

The following sentences may be used to present the words.

Group 1

I flew higher today — flew!
Where did you slip — slip?
Let's slide on the ice — slide.
The flying kite crashed — flying.

Group 2

Can you flip this brick — flip?
Don't slurp your soup — slurp.
The fly flew away — fly.
He slid on the ice — slid.

Group 3

I have a slight headache — slight.
The flame was put out — flame.
Our flight has arrived — flight.
She slapped me — slapped!

Group 4

What is a flood, Daddy — flood?
I slew the dragon — slew!
Where is her slipper — slipper?
Look at how large this flake is — flake!

Structural Analysis

Recognizing
possessive
forms
adding 's

Have the children recall what *possession* means. Ask them how possession is shown with an 's.

Print these words on the board.

Jack + 's = Jack's

Mom + 's = Mom's

Ask them what *boy's* and *mom's* mean.

Now make the following sentence strips and 's cards.

Where is Curt house?

I had dad mug.

The dog toy is lost.

Where was Mr. Green car?

Place the sentence strips in the pocket chart one at a time, and ask a child to put an 's after the underlined word each time. Explain that this will show that something belongs to somebody or something.

Have the sentence read and ask the pupils *what* belonged to the person or animal.

Add words beginning with *fl* and *sl* to graphemic bases presented thus far, as follows.

Print *Pat* on the board and have it read. Erase the *P* and print *fl* in its place. Have the resulting word read. Erase the *fl* and print *sl* in its place. Have this word read. Then print one under the other in a column.

Pat

flat

slat

Have all three words read.

Follow the same procedure with the following: *cap flap slap; bed fled sled; sick flick slick; tip flip slip; it flit slit; top flop slop; my fly sly; fight flight slight; back slack; take flake; am slam; name flame; day slay; see flee; mice slice; boat float; did slid; dog flog; him slim; time slime; rob slob; not slot; bug slug; jump slump;*

Print the following key words on the board and have them read: *say, Pat, and, my, am, not, tip, mice, boat, cap, name.*

Print the following sentences on the board.

He lay flat on his back on the sand.

I see a big fly on the jam pot.

Don't slip on the ice.

My toy boat will float on the lake.

I like to slap the water with my hand.

Point to the sentences randomly and call upon a pupil to read the indicated sentence each time. Have them take special note of the *fl* and *sl* words.

Continue until every child has had a chance to read at least one sentence. If a child stumbles over a word, refer him or her to the key word.

Recognizing
and identifying
words, using
consonant
clusters fl
and sl and
graphemic
bases

Reading in
context
words formed
on graphemic
bases

Spelling

Spelling words
formed on
graphemic
base oat

Print the following word on the board.

coat

Have a pupil read it, identifying the vowel sound heard and each letter seen in the word.

Distribute the lined sheets for dictation. Dictate the following words built on the base *oat*. The pupils add the initial consonants to the base to construct the words. These sentences may help in presenting the words.

I have a new coat — coat.

Can you float in the water — float?

That castle has a moat — moat.

Climb into the boat — boat!

Watch out for the goat — goat!

Spelling
words:

again, another

Print the two spelling words on the board.

again

another

Ask the pupils if they know what these words mean. *Again* should be recognizable, but *another* may present a problem. Put both words in context to show meaning.

We saw him *again*.

I saw *another* nest in the tree.

Call upon a pupil to pronounce the word *again*, then name each letter in the word. Point to each letter as the pupil names it. Follow the same procedure with the word *another*. Repeat until each pupil has had a turn.

Have the pupils print each word five times on their worksheets. Ask them to say each word softly to themselves after they print it, and check to be sure they have put in all the letters in order each time.

Spelling
Notebook

You may wish to have the children begin keeping and using spelling notebooks. Since most children will not encounter difficulty in spelling words formed on graphemic bases, you may wish to suggest that they enter in their spelling notebooks only those words that have “special” spellings.

LANGUAGE DEVELOPMENT

Objectives

Discriminating between finished and unfinished sentences and questions; completing sentences and questions using a variety of words (listening and reading)

Discriminating between sentence fragments and complete sentences; expanding sentence fragments into complete sentences

Recognizing and identifying sentence patterns using the connectives *and* and *but*

Recognizing and reading runover sentences; recognizing paragraphing

Recognizing and identifying use of commas and exclamation points; recognizing exclamatory sentences

Recognizing use of series of periods and capitalization in text

Recognizing and identifying pronouns and their antecedents

Recognizing and identifying alphabetic sequences (letters); producing alphabetic sequence using two and three words

Materials Needed

Sentence strips (See below)

Period cards and question mark cards

Several blank word cards

The readers

Word cards for *fish, bath, whiz, lake, buzz, another, Curt, into, no, ride, stop*

Sentence Awareness

*Discriminating
between finished
and unfinished
sentences and
questions;
completing sentences
and questions using
a variety of words
(listening)*

Explain (or recall) that when we tell or ask someone something, we must be sure to tell or ask the whole thing, so that the other person will know what we mean.

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the sentence or question is finished or unfinished. Elicit words from the children to complete the unfinished ones. Accept a number of the suggested words each time, to reinforce the understanding that a variety of words may often be used to complete one sentence or question correctly.

One day, Mommy and Daddy . . .
Mr. Mugs didn't like to . . .
The fly buzzed and buzzed.
Do you like to go fishing?
Why did . . . ?

Make sentence strips for the following incomplete sentences and questions, and have available a period card, a question mark card, and several blank cards of word-card size.

Jan and Curt got into
What will Mr. Mugs
A big fly
Would you like

Place the first incomplete sentence in the pocket chart. As the children read silently, move your hand from left to right under the sentence and read it aloud, ending with an unfinished inflection of the voice. Then you might say:

"Is this sentence finished? Why not?"

"It isn't finished because it doesn't tell the whole thing. It doesn't tell what Jan and Curt got into. What are some words that will finish the sentence?"

Print the words that the children suggest on blank cards and have the children place them in the pocket chart at the end of the sentence.

With the children, read the sentence aloud, ending with a finished inflection. "Is the sentence finished now? Does it make sense? Why?"

"Does this sentence tell us or ask us something? What should we put at the end to show that it is finished?" Have a child place the period card in the pocket chart at the end of the sentence.

Elicit two or three other suggestions that might finish the sentence and make sense; for example, *the car, a big bus, the little red sailboat*. Follow the foregoing procedure each time to determine whether the sentence is finished and makes sense.

Continue in the same manner with the other sentence and the two unfinished questions.

Print the following words on the chalkboard:

going fishing

Ask a child to read the words and have the group tell whether or not the words form a complete sentence. Then you might ask:

"Why isn't this a finished sentence?"

"What words can you put with the words on the board to make a finished sentence?"

Print the sentence the pupils suggest on the chalkboard and underline the words *going fishing*. Have a pupil read the sentence with a finished inflection and establish that it is a finished sentence.

Have the children suggest other ways they might use the words *going fishing* in sentences. Print the sentences on the board, underlining *going fishing* each time. With the children, read the sentences with a finished inflection and establish that they are finished sentences. The pupils might suggest sentences such as:

Mommy and Daddy are *going fishing*.
Jan, Curt, and Mr. Mugs were *going fishing*.
We are all *going fishing*.
Is this a good day for *going fishing*?
Jan and Curt are going fishing today.

*Discriminating
between finished
and unfinished
sentences and questions;
completing sentences
and questions using
a variety of words
(reading)*

*Discriminating
between sentence
fragments and
complete sentences;
expanding sentence
fragments into
complete sentences*

Recognizing and
identifying
sentence
patterns using the
connective and

Print the word *and* on the chalkboard and ask a pupil to read it.

Discuss (or review) with the children that the word *and* can be used to put two sentences together to make one sentence so that we can say things in a shorter and better way.

Print the following sentences on the chalkboard and ask the children to read them.

Mommy got into the boat.

Daddy got into the boat.

"Suppose we wanted to say that Mommy got into the boat. Suppose we also wanted to say that Daddy got into the boat. We could say, 'Mommy got into the boat. Daddy got into the boat.' But we can say the same thing a shorter way and make what we want to say sound better by joining the two sentences into one sentence with the word *and*. Then we can say, 'Mommy and Daddy got into the boat.'" Print the sentence on the chalkboard as you say it and have the pupils read it.

Print the following sentences on the chalkboard and have the children read them.

They were trying to sit still.

Then a big fly came buzzing right near Mr. Mugs.

Explain to the pupils that the two sentences may be made into one using a word other than *and*. Ask the group to turn to page 17 in the reader, find and read the sentence that takes the place of the two above sentences, and find and read the joining word.

Have the pupils find and read another sentence on page 17 in which the joining word *but* is used.

Recall with the children that when they write something and come to the end of the line before a sentence is finished, they put the rest of the sentence on the next line, starting at the left and going to the right. Have the pupils find the runover sentences on page 16. As each runover sentence is located, ask a volunteer to read it aloud, as the others listen to be sure he or she reads the sentence as a whole and does not pause or drop his or her voice at the end of the first or second line. This will be the first time that the children will be reading a runover sentence that extends to three lines, as in the fourth paragraph on the page.

After the children have located and read the runover sentences, refer to specific paragraphs in the story and explain that a group of two or more sentences, telling about the same thing, is called a *paragraph*.

Punctuation and Graphics

Have the children turn again to page 16 in their readers and direct attention to the first line in the story. Have the children find the comma and recall (or explain) that this punctuation mark tells readers to make a little pause, which helps them understand what they are reading. Ask a volunteer to read the sentence aloud, pausing slightly at the comma.

Have the pupils find and read other sentences that contain commas.

Review the purpose of the exclamation point, and then have the pupils find the exclamation point on page 16. Ask one or more pupils to read the line in which the exclamation mark appears. Encourage the children to read the line the way that the exclamation point tells them to read.

"Now turn to page 18 and find the line with the exclamation point. Read the line the way the exclamation point tells you to read."

"On page 19, find the line that ends with an exclamation point. Read the line the way you think it should be read."

"Look at the last line on page 17. Why do you think the word *Suddenly* has a row of periods after it?" Let the children explain in their own words what the series of periods indicates to them.

"On page 18, what words are printed in a different way than the rest of the words are printed? What is different about them? Why do you think the words were printed this way?"

Pronouns and Antecedents

Ask the children questions such as the following and elicit answers somewhat as indicated in parentheses. If the children repeat the nouns in the questions instead of using pronouns in their responses, briefly explain the use of the pronouns and give two or three sample questions and answers. Print the questions and answers on the chalkboard, if necessary.

Recognizing and
identifying
sentence
patterns using the
connective but

Recognizing and
reading run-over
sentences

Recognizing
paragraphing

Recognizing and
identifying use of
commas and
exclamation points;
recognizing
exclamatory sentences

Recognizing
use of
series of periods

Recognizing
use of
capitalization

Recognizing and
identifying
pronouns and their
antecedents

How did Mommy and Daddy feel in the story “The Giant Splash”?
(They felt happy.)

Why did Curt get into the boat?
(He wanted to go for a ride.)

What did the big fly do?
(It buzzed and buzzed.)

Where is the boat?
(It is in the water.)

Where are you going after school today?
(I am going to the supermarket.)

Alphabet Skills

Call upon individual pupils to name in order the letters that come between a and d; o and r; x and y; f and i; l and o; q and t; etc.

Prepare two or three cards for each of the following words: *fish, bath, whiz, lake, buzz, another, Curt, into, no, ride, stop*. Give two different word cards to each pupil in the group. Direct each child to place her or his cards in the correct alphabetical sequence. Have the children repeat the process several times, using different word cards each time.

Give three different word cards to each pupil in the group. Direct each child to place her or his cards in the correct alphabetical sequence. Have the children repeat the process several times, using different word cards each time.

*Recognizing
and identifying
alphabetic
sequences (letters)
Producing
alphabetic
sequence using
two and three words*

WRITING

Objectives

Integrating speaking, writing, and reading relationships: making vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Reviewing printing of letters

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

The development of effective personal writing is closely linked to the development of effective oral expression. Sharing language activities can provide an enriching background for future work.

Reading charts based on specific experiences or activities develop further the speaking, writing, and reading relationships. The activity of making a chart involves practical integration of the three processes of speaking, writing, and reading, as well as listening and sharing ideas in the social interaction of the children and the teacher. Children have the opportunity to contribute ideas and thus they gain status in the group when these contributions are accepted.

The making of charts reinforces the following fundamental language skills:

1. Left to right eye movement
2. Line to line progression
3. Awareness of word structure
4. Awareness of sentence structure
5. Use of context clues
6. Application of phonemic skills

The specific purpose for the development of vocabulary charts is to accumulate words in the concise manner for a particular topic. These lists, records, or charts serve as a ready source or reservoir of words that can be tapped at any time by the children for their personal writing.

*Integrating
speaking,
writing, and
reading
relationships:
making
vocabulary charts*

Pictorial representations, such as small pictures, sketches, or shapes, serve to enrich the meaning and help children to locate a particular word with less difficulty.

Charts should be reviewed periodically so that the children will be reminded of the content. When a child asks for a word that has been placed on a chart, he or she is referred to that chart as a source of the information requested. All charts that are made should be stored in an accessible place so that the children will have access to them when they need them.

Suggest to the children that there are many words they will use over and over as they write stories. Develop a chart such as the following:

<u>Words All Authors Use</u>		
that	the	all
those	a	few
this	an	some
these	no	many
was	who	most
were	what	more
is	where	much
has	when	how
have	why	which

*Personal
Writing*

Discuss with the children what other kinds of stories could be written about Mr. Mugs. Some suggestions might be "Mr. Mugs at a Skating Rink," "Mr. Mugs at a Picnic," "Mr. Mugs at a Dancing Class," "Mr. Mugs Has a Swimming Lesson." After the discussion and exchange of ideas, let the children write their stories.

Printing

*Reviewing
the printing
of c, C,
o, O, a, A,
e, E.*

Since there may be some pupils in the group who have not had the printing program in Levels One, Two, and Three, and since all children will benefit from a review of letter formation, it is suggested that the printing of all letters be reviewed in the first lessons of Level Four.

To review the printing of c, C, o, O, a, A, e, E, follow these steps with each letter:

1. Teach the small letter first, then the capital.
2. At the chalkboard, or on chart paper, demonstrate the printing of the letter, pointing out in which space the letter is started, in which direction the pencil is to move, and any changes in direction. Demonstrate the printing two or three times, describing what you are doing each time.
3. Stand with your back to the pupils and trace the letter in the air, describing each movement as you make it. Ask the pupils to "draw" the letter in the air with you. Do this several times.
4. Ask the pupils to close their eyes and "draw" the letter in the air several times, as you describe the motion.
5. Call upon individuals to tell you what to do as you trace the letter in the air.
6. Let the pupils come to the board and trace your models with their fingers.
7. Have the children come to the lined board and try printing the letter themselves several times, using your samples on the board as models. As the children print, check to be sure they are following the procedure as you demonstrated it, and that they are putting the various parts of the letter in the correct spaces. If a child becomes confused and reverses the letter, print the letter correctly beside his/her letter, so that the difference is clearly seen and comprehended by the child.
8. When the pupils have shown that they can print the letters correctly, let them practice on their own.

Further practice pages are provided in the *Spirit Duplication Masters / Self-Help Activities*.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters / Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying consonant clusters *fl* and *sl*

Let's Fish

Objectives

Recognizing and identifying consonant clusters *fl* and *sl*

Recognizing and identifying words formed on graphemic bases

Decoding Skills:
Phonemic
Analysis

Number of Players

Two to four

Materials Needed

One rod with stick and magnet for each player

A set of fish-shaped cards: three cards with the word *Splash* and a "Happy Face"; three cards with the word *Splash* and an "Unhappy Face"; cards with words such as *flake*, *float*, *fleet*, *flight*, *fly*, *flop*, *flat*, *flap*, *fled*, *flit*, *flick*, *flame*, *slat*, *slam*, *slap*, *slack*, *sled*, *slit*, *slip*, *slick*, *slay*, *sleet*, *slice*, *slight*, *sly*, *slot*, *slop*, *slob*, *slump*, *slug*

Procedure

The cards are placed in a "pool" between the players. The pupils take turns choosing a card and reading the word on it. If the word is read correctly, the child keeps the card. If the child draws a card with the word *Splash* and a "Happy Face," he or she keeps the card and has an extra turn. If a child draws a card with the word *Splash* and an "Unhappy Face," he or she must return the card to the "pool." The player with the largest number of cards is the winner.



COMPREHENSION

Discussing personal experiences in moving
Using the table of contents
Speculating; formulating questions
Observing picture details
Listening to the story
Valuing the story
Recalling details
Drawing inferences
Discriminating between relevant and irrelevant items
Summarizing the story; composing a title
Recognizing, identifying, producing sequence
Listening to identify main ideas

INTEGRATIVE OPTIONS

Drama — miming the roles of moving men
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying the phoneme-grapheme correspondences /ā/āi, /ā/āy, /fl/fl, /sl/sl
*Recognizing and identifying the phoneme-grapheme correspondence /pl/pl
Recognizing the structure of compound words
Recognizing and identifying inflectional verb endings *ed, ing*
*Recognizing and identifying the contraction *'re*
*Recognizing and identifying words formed on graphemic bases *ish, ash*
Spelling words using graphemic bases
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying complete sentences; matching sentence beginnings and endings
Transforming sentences into questions
Developing noun and verb awareness
Recognizing and identifying command sentences
Recognizing and identifying compound sentence patterns using connective *but*
Recognizing and identifying homonyms
Recognizing and identifying alphabetic sequences

WRITING

Integrating speaking, writing, reading relationships: making vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Reviewing printing of letters

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying consonant clusters *fl, sl, pl*
Recognizing and identifying words formed on graphemic bases
Recognizing and identifying compound words

Literary Appreciation**

Relating picture and story
Valuing the story
Drawing inferences about story situation
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to the story
Listening to identify main ideas
Listening to identify phoneme-grapheme correspondences /ā/āi, /ā/āy, /fl/fl, /sl/sl, /pl/pl

*Introduction of a new element.

** Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Discussing personal experiences in moving
Using the table of contents
Speculating
Formulating questions
Observing picture details
Listening to the story
Reacting to the story
Valuing the story
Recalling details
Drawing inferences
Discriminating between relevant and irrelevant items
Summarizing the story; composing a title
Recognizing, identifying, and producing sequence
Listening to identify main ideas

Developing Pupil Inquiry

*Discussing
personal
experiences in
moving*

Initiate a discussion with the group about moving to a new house or apartment. You could lead the discussion with questions such as, "Have you ever moved? Tell us about it. How did you move your furniture to your new home? How did you feel about moving? Why? If you have never moved, how do you think you would feel if you had to move? Why? What are some good things about moving? What are some bad things about moving? Many children in our highly mobile society have the experience of moving. It may be an unsettling event in their lives and the children will be interested and reassured to hear that their peers share the same uncertainties.

*Using the table
of contents*

Have the children turn to the table of contents and find the title of the next selection. Ask if someone in the group can read the title. If not, read it for the pupils.

Speculating

*Formulating
questions*

Let the children speculate briefly on what the story will be about. If they wish to ask questions about the story, record their questions on the chalkboard.

*Observing
picture
details*

Ask the children on what page the story begins and have them turn to that page. Let the children look at the illustrations on pages 20 and 21 and discuss them. You could ask questions such as, "Who do you think is riding in the car on page 20? Where do you think the people in the car are going? What job do you think the man on page 21 does? How do you know? What do you think he and the lady are talking about?"

Developing Pupil Response

*Listening to the
story*

Tell the children that you are going to read this story for them. Have them follow along in their books as you read. If the children have posed questions, instruct them to listen to find the answers to their questions.

Read the story to the group and let the children participate by discussing the pictures and action as you go along.

*Reacting to
story;
valuing story*

After you have finished reading, let the children discuss their reactions to the story. You might ask, "Did you like the story? Why or why not? Which part of the story did you like best? Why?"

If the children posed questions earlier, have them discuss the answers to their questions.

Synthesizing

Recalling details

Speculating

1. "Why did William and his family move to a new house?"

2. "How did William's family get their furniture and other things to their new house? How else could they have moved their things?"

*Drawing
inferences*

3. "Do you think that William's new house was very far away from his old one? Tell why you think so."

*Inferring and
recalling feelings*

Speculating

4. "How do you think William felt before he moved? How did he feel in his new house? Did he like the new house? Why did he like it?"

5. "What are some things that the two boys outside William's new house might have said as they watched the moving men and William?"

Developing Comprehension, Research, and Listening Skills

*Summarizing;
composing a
title*

Literal Comprehension: Ask the children to sum up what happened in the story in several sentences. Let several members of the group give their summaries orally.

Then ask the children if the title "I'm Moving" is appropriate for the story. Let them back up their answer with reasons.

Ask the pupils to make up other titles which would also be appropriate for the story. Record the titles on the chalkboard as they are given. Then let the children discuss each title in the list and decide on whether or not it is suitable.

Literal Comprehension. Print the following sentences on the chalkboard and read them with the group. Tell the children that the word "before" or "after" belongs in the blanks in the sentences. Have them talk about which event in each sentence occurred first and then decide which word belongs in the sentence. Let a member of the group insert the correct words in the blanks. Then have a pupil read each completed sentence.

1. William's father called the moving men _____ he got a new job.
2. The moving men came to look at the furniture _____ it was moving day.
3. William and his mother talked about moving _____ they moved.
4. William and his family moved in the car _____ the moving men took away their furniture.
5. William and his family got to his new house _____ the moving men got to the new house.

Critical Thinking. Tell the children that you are going to say some groups of words. In each group there is one word that does not belong with the others. Tell them to pick out this word and tell why it does not belong in the group. Repeat the words only if the children are having problems.

moving van, car, zipper, truck
stove, shovel, refrigerator, dishwasher
piano, guitar, apple, drums
elephant, cat, dog, hamster
doll, ball, frisbee, curtain
pudding, hamburger, icecream, cake
sparrow, robin, ant, pigeon, crow

*Recognizing, identifying,
producing sequence
of story events*

*Discriminating
between relevant
and irrelevant
details*

INTEGRATIVE OPTIONS

Drama

Miming. Have the children step into the roles of moving men moving boxes, furniture, and other objects out of a house. Encourage the children to use their entire bodies and their faces to express what is happening. Let the children act out the following situations as you read them. Pause between the sentences in each situation to give the children a chance to get into the proper mood and to develop their movements fully.

1. You are carrying a very heavy box. . . . It seems to be getting heavier and heavier with every step you take. . . . You have to stop and rest for a while. . . . Then you pick it up and keep going.

2. You bend over to pick up a big box which you think will be very heavy. . . . But the box turns out to be very light.

3. You are carrying a box and suddenly you trip and drop it. . . . You wonder if something in the box broke, so you open it. . . . You are very worried, but when you see there are only clothes in the box you are relieved.

4. Work with another moving man to carry a big box. . . . Suddenly the bottom of the box breaks and everything falls out. . . . You put all the things into another box . . . and carry it away.

Book Center

Blaine, Marge. *The Terrible Thing that Happened at Our House*. Parents' Magazine Press.

A family learns to cope when Mother goes back to work — a funny yet serious story.

Gackenback, Dick. *Harry and the Terrible Whatzit*. Clarion Books (The Seabury Press).

A boy comes to terms for a while with a terrible ogre he imagines to live in his basement in this humorous tale.

Iwasaki, Chihiro. *Will You Be My Friend?* McGraw-Hill.

After many false starts Allison finally makes friends with her new neighbor.

Prather, Ray. *New Neighbors*. McGraw-Hill.

An inventive boy wins acceptance in his new neighborhood.

Schulman, Janet. *The Big Hello*. Greenwillow (William Morrow & Co.).

A spunky doll comforts a little girl who moves far away from her home with her parents.

Zolotow, Charlotte. *Janey*. Harper & Row.

Janey's best friend is sad and lonely because she has moved away.

Film Center

Fun of Making Friends. 10 mins. Coronet 3175.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context

Recognizing and identifying the phoneme-grapheme correspondences /ā/ai and /ā/ay

Recognizing and identifying the phoneme-grapheme correspondences /fl/fl, /sl/sl

*Recognizing and identifying the phoneme-grapheme correspondence /pl/pl

Recognizing and identifying phoneme-grapheme correspondences to print consonant clusters

Recognizing the structure of compound words

Recognizing and identifying verb endings *ed* and *ing*

*Recognizing and identifying contraction 're

Recognizing and identifying words formed by *pl* and graphemic bases

*Recognizing and identifying words formed on graphemic bases *ish* and *ash*

Recognizing phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-5 for each child

Cards for *ai* and *ay* for each child

Flash cards for *sick, stay, rail, play, came, see, tail, tale, day, mail, sad*

A Yes and a No card for each child

Lines on the board for chalkboard dictation

Sheets of paper lined for printing

Duplicated worksheets (See below)

Cards for *ed* and *ing* for each pupil

Sheets of paper lined for printing spelling words

Word Meaning

*Recognizing
and identifying
new words,
using context*

Continue working with the new vocabulary from "The Giant Splash."
Print the following list on the board.

1. trying
2. told
3. fly
4. thought
5. another

Point randomly at the words, asking the pupils to identify them.

As each word is identified, ask the child to tell in his or her own words what each word means.

Give each pupil a set of cards numbered 1-5.

Print the following incomplete sentences on the board.

We are _____ to fix this toy.

How small is a _____ ?

I _____ you to stay here.

We _____ about going on a picnic.

Here is _____ new book.

Read the first sentence to the children. Have them look at the word list for an appropriate word to complete the sentence. When they find the word, they look at the number beside it, and hold up their corresponding number cards. Ask a pupil to read the word chosen. Then read the new completed sentence as the children listen to see if it makes sense.

Follow this procedure in presenting the rest of the sentences.

Phonemic Analysis

*Recognizing
and identifying
correspondences
/ā / ai, /ā / ay*

Print the following digraphs on the board.

ai

ay

Ask the pupils if they recall any words that contain these combinations. To help them, print these words under the digraphs.

ai

wait

ay

say

Have a pupil identify the vowel sound in each word. It should be recognized as the /ā/.

Elicit more words with these combinations and list them on the board.

To test the pupils' visual recognition of these digraphs, give each child cards with *ai* and *ay* printed on them.

Make flash cards of the following words.

sick
stay
rail
play
came
see
tail
tale
day
mail
sad
say
pail

As you flash a card, the pupils look to see if the word has an *ai* or *ay* digraph, and they hold up the appropriate card to signify they have recognized the correct vowel grouping. If a word card is flashed without either of the two digraphs, the children remain still.

In each case, have a child identify the word flashed and its vowel sound.

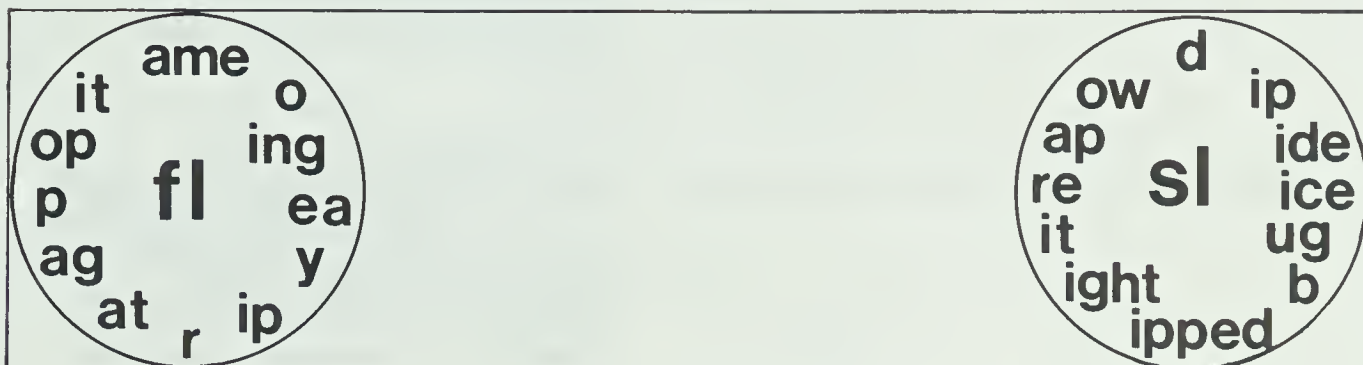
Recognizing
and
identifying
correspondences
/fl/fl, /sl/sl

Print the following words on the board: fly sly

Have the words read and the *fl* and *sl* identified.

Elicit other words from the children with these consonant clusters and list them on the board.

To help reinforce these consonant clusters in the pupils' minds, play the following "Word Wheel" game. Set up the board in a manner similar to this.



Start with the *fl* Word Wheel. Ask a pupil to come up and study the wheel. He or she must pick a letter or group of letters that will join with *fl* to make a word. As the pupil chooses the combinations, print the word on the board beside the wheel. Have the group decide whether a real word was made or not.

Proceed like this until every pupil has had a turn, then go on to the *sl* Word Wheel.

Explain that other letters are often used with *l*. Say the following words, *play*, *plan*, *plate*, *place*, as the children listen for the beginning sounds. Have them note that each word has the same sounds at the beginning, and have the two letters that stand for these sounds identified as *p* and *l*.

To strengthen auditory perception, say the following pairs of words as the pupils listen to detect the difference in the initial sounds.

pan	pay	pot	pop	pump	pug
plan	play	plot	plop	plump	plug

Print the words on the board, saying each one as it is put down.

plan	play	place	plate
------	------	-------	-------

Have the pupils recognize and identify the consonant cluster *pl*. They should see the similarity between *pl* and *fl* and *sl*.

Give each child a *Yes* and a *No* card. Say the following words to the group. If they hear a word that begins with *pl*, they hold up their *Yes* cards. If they don't hear the *pl*, they hold up their *No* cards.

play	please	plot	planning
safe	fact	pack	plate
	pull	gift	

Prepare the lined chalkboard and lined sheets of paper for dictation.

Following the procedure outlined in the lesson plan for "The Giant Splash," dictate the following words, as the pupils listen for the initial sounds. Ask them to print *pl*, *sl* or *fl*, according to the two sounds they hear at the beginning of each word.

These sentences could be used to present the words.

Group 1

Our flight has arrived — flight.
Will you play with us — play?
This is a funny place — place.
I slipped on the ice — slipped.
Come here, little fly — fly.
I'll have another slice of cake — slice.

Recognizing
and identifying
correspondence
/p/pl

Taking
chalkboard
dictation;
listening
and
printing

Group 2

Did you drop the plate — plate?
My bird flew back — flew!
Your car is too slow — slow.
Do you know Canada's flag — flag?
Come and see my plan — plan.
Can you slap the water — slap?

Group 3

This river flows east — flows.
Where are your slippers — slippers?
How do you plow a field — plow?
Don't slip on my floor — slip!
I did slip on your floor — floor!
What are you planning — planning?

Group 4

Here comes that pleasant man — pleasant.
Does our river ever flood — flood?
Why do you slurp your soup — slurp?
Why, he's no bigger than a flea — flea!
Please may I stay and watch — please?
We slid on the ice — slid.

Structural Analysis

Recognizing
compounds
(worksheet)

Print the following word on the board.

today

Ask the pupils if they can pick out any smaller words that make this larger one. They should readily see *to* and *day*.

Recall with the pupils what compound words are. Elicit more of these and list them on the board.

"Two of the new words we have learned are compound words." Print on the board:

everybody

another

Have the words pronounced and call upon volunteers to find the two little words that are put together to form these longer words.

Duplicate and distribute copies of the following exercise to the pupils. Ask the children to read each compound word and draw a line between the two little words that are put together to make the longer word each time.

highway

bathtub

boatride

playpen

runway

pancake

stopwatch

firefly

Recognizing
and identifying
verb endings,
ed and ing

Print these two sentences on the board.

I help you today.

I helped you yesterday.

Ask the pupils to study the underlined words as you read the sentences. Ask if they notice anything different about the words. They should notice the addition of *ed* to the verb *help*. Recall what happens when you added *ed* to a verb: it means whatever happened took place in the *past*.

Now, put this sentence on the board.

I am go to the store.

Ask the pupils to see what is wrong with this sentence as you read it. They should note that

something is missing from the verb *go*. Ask for suggestions as to what to add to complete the word. Most pupils should recall adding *ing* to the word.

Remind them that when a verb uses a verb helper (in this case, *am*) you add *ing* to the verb.

Make *ed* and *ing* cards for each child.

Print these sentences on the board.

I am stay here.
We wait there yesterday.
Are you go to the store?
I had jump off the bed.

Read the first sentence. Have the pupils indicate how the verb should read by holding up *ed* or *ing* to complete the word.

Follow in this manner for the other sentences.

Print the following words on the board.

Recognizing
contraction
're

do not don't

Ask the pupils if the words mean the same thing. They should recognize the sameness in meaning.

Recall what *contractions* are and elicit examples of some others from the pupils.

Now, print these words on the board.

we are we're

Say the words to the pupils. Show that *we're* is a contraction as well. Show how it is formed: by dropping the *a* from *are* and putting in an apostrophe, to indicate where the *a* has been left out.

Have the pupils suggest what the contractions are from these words:

you are
they are

Print the contractions next to the words.

you are you're
they are they're

Recognizing
and identifying
words formed
by pl and
graphemic
bases

Explain to the pupils that we can make some new words by putting *pl* at the beginning of some words we know instead of the first letter. Print the following pairs of words on the chalkboard. Have the *pl* and the graphemic base noted in each pair.

can	say	not	top	jump	bug
plan	play	plot	plop	plump	plug

Recognizing
and identifying
words, using
graphemic
bases *ish*
and *ash*

To present the bases *ish* and *ash*, play "Jumbled Consonants" on the board.

f	w	t
h		d
	ish	
sl		pl

Tell the pupils they are to match the letters with *ish* to make words. As the words are made, list them on the board in a column. Have the part that is the same in each word underlined and the initial consonant identified.

Follow the same procedure for *ash*.

h	fl	k
sl		c
m	ash	s
d		l
	b	r
		g

Place the following key words on the board and have them read: *fish, can, dash, tell, top, jump, bug*.

Print the following sentences on the board.

Reading in
context
words formed
on graphemic
bases

I saw a big fish!
Did you plan to have hash for supper?
This is Grandma's dish.
The ball fell with a plop.
Did you see that flash?
I wish I hadn't got so plump.
Watch me dash away.
Where is the plug for the bathtub?

Point to the sentences in random order and have a pupil read the indicated sentence. Proceed in this manner until everyone has had at least one turn. If a child stumbles over a word, refer her or him to the key word.

Spelling

Distribute lined sheets of paper for printing.

Print *fish* and *dash* on the board. Tell the pupils they are to construct their words by listening for the correct letters to add to the bases in the dictated words.

These sentences may help in presenting the words.

Did you mash the potatoes — mash?
That was only the dish — dish.
What is a red rash — rash?
How long is that fish — fish?
Don't bash that rock on the road — bash.

Remind the pupils that another way to spell words is to change the first letter of a word that is known. Have them print *dash* on their papers, then print the following words as you indicate the first letter or letters.

dash	bash	cash	flash
mash	rash	sash	slash
gash	hash	lash	

Follow the same procedure with words based on *fish*.

fish dish wish

Print the spelling word on the board.

thought

Ask the pupils what vowel sound they hear in the word. They should recognize it as the unglided /o/. Show them that in this word, the *ugh* are silent, and explain that you just have to remember that they are there whenever you write or spell the word.

Use the word in sentences to help show its meaning.

I *thought* you were here.
That was a nice *thought*.
He *thought* he saw you.

Print the above sentences on the board. Have pupils read them. Check for correct pronunciation of the word *thought*.

When this has been completed, have the pupils print the word *thought* five times on their worksheets. Check that everyone copied it correctly.

Dictate the following word and ask the pupils to print it on their worksheet. Present the word in a sentence such as the following.

I thought Grandma was coming with us — thought.

Spelling
words
formed
on bases
ish and ash

Spelling
word:
thought

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying complete sentences; matching sentence beginnings and endings
Transforming sentences into questions
Developing noun and verb awareness
Recognizing and identifying command sentences
Recognizing and identifying compound sentence patterns using the connective *but*
Recognizing and identifying homonyms
Recognizing and identifying alphabetic sequences

Materials Needed

Sentence strips (See below)
The readers
A set of cards numbered 1-7 for each pupil in the group

Sentence Awareness

Place the following exercise on the chalkboard, or print the sentence beginnings on paper strips and place them on the left side of the pocket chart and print the sentence endings on paper strips and place them on the right side of the pocket chart.

- | | |
|----------------------|-------------------------------|
| 1. Mr. Mugs | my new house. |
| 2. We are going | tree in the yard. |
| 3. Some men put | to a new house. |
| 4. I'm going to like | splashed around in the water. |
| 5. There's an apple | all our things in the truck. |

Have the children read aloud the sentence beginnings and endings. Then have them determine whether each beginning and ending is a finished or unfinished sentence.

Have the pupils read the completed sentences and as each sentence is read, have the group decide whether it is finished and makes sense.

Print the following sentences on the chalkboard and have the children read them silently and aloud.

The frog is green.
Curt is happy.
Mommy and Daddy are going fishing.
You like your new house.

To have the children transform the sentences into questions, you might proceed in the following manner:

"The first sentence is 'The frog is green.' Let's change the sentence into a question. To do that we must ask whether the frog is green. How would you ask that question?"

When a child volunteers the question, print it on the chalkboard beside the sentence and ask another child to read it. Then let a third member of the group place the correct punctuation mark at the end of the question. (Is the frog green?) Have the children tell what change in word order occurred.

Follow the same procedure to have the children transform the remaining four sentences into questions. For the fourth and fifth sentences, elicit the questions *Do you like your new house?* *Can you see the apple tree?* and have the children tell what changes in wording occurred.

Print the following sentences on the chalkboard.

Curt played
Jan and Pat worked.
The bird is singing.
The man is working.

*Recognizing and
identifying
complete sentences;
matching sentence
beginnings and
endings*

*Transforming
sentences into
questions*

*Developing
noun and verb
awareness;
subject and
predicate
awareness*

Recognizing and
identifying
command
sentences

Have the children read the four sentences and then direct attention to the first one.

“What word in this sentence tells us the name of someone?” Have a child underline the word *Curt* with colored chalk.

“What word in this sentence tells us what Curt did?” Have another child underline the word *played* with chalk of a different color.

Continue in the same manner with the rest of the sentences. In the third and fourth sentences, have the pupils underline *is singing* and *is working*.

Note: At this stage of noun and verb awareness, you may wish to use the words “name word” and “doing word”; or if preferred, you might gradually introduce the terms *noun* and *verb*.

Print the following sentence on the chalkboard.

Go to bed.

You might proceed in the following manner: “There is a special kind of sentence we use when we want to tell someone to do something. Read the sentence on the chalkboard. What does this sentence tell you to do?”

“If your mother and father say ‘Go to bed,’ they are ordering you or commanding you to go to bed. Here are two other sentences that order or command you to do something.” Print these two sentences under the first one.

Stop talking.

Come here.

“Read the sentences I just printed on the board. What does the first one order you to do? What does the second one order you to do?”

Encourage the pupils to compose other “ordering” or command sentences and print each one on the chalkboard as it is given by a child.

Print the following sentences on the chalkboard and read them with the children.

We’d take my dresser.

We would not take my closet.

Point out to the pupils that the two sentences may be made into one shorter and better sentence by using the word *but*. Ask the children to turn to page 22 in the reader and find the sentence that takes the place of the two above sentences. Read the sentence with the group and have the children note the joining word *but*. Ask the pupils what words in the second sentence on the chalkboard were not included in the sentence on page 22.

Have the pupils find other sentences on page 22 in which the joining word *but* is used. Read each sentence with the group.

Ask the children to turn to page 23 and find a sentence in which the word *but* is used as a joining word. Read the sentence with the group.

Homonyms

Print the following pairs of sentences on the chalkboard and read them with the children.

Do you have something for me?

I want four boxes.

We have been working at school.

Jan saw a magic bean on TV.

It took two days to move.

Mr. Mugs is going fishing too.

Curt can see a fast boat.

The men were fishing in the sea.

Ask the children to read the first pair of sentences again to find a word in the first sentence that sounds the same as a word in the second sentence. When the pupils have identified the words *for* and *four*, elicit that these words sound alike but have different meanings and look different. Underline the two words and have the children take turns using them to compose other sentences.

Continue in the same manner with the rest of the pairs of sentences.

Recognizing and
identifying
compound sentence
patterns using the
connective but

Recognizing
and identifying
homonyms

Alphabet Skills

Recognizing and
identifying
alphabetic
sequences (letters)

Have the children name the letters that come after d; f; l; y; o; s; etc.
Have the children name the letters that come before c; k; n; x; q; f; etc.
Ask the pupils to name the two letters that come after c; g; i; m; u; r; etc.
Ask the pupils to name the two letters that come before c; e; r; j; z; etc.
In the same manner, have pupils name three letters that come after and before given letters.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Reviewing printing of letters

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Use the events in the story as a starting point for a vocabulary chart related to moving. You might develop a chart such as the following.

Integrating
speaking,
writing and
reading
relationships;
making
vocabulary chart

<u>Things We Take When We Move</u>	
<i>furniture</i>	<i>things in the cupboard</i>
tables	pots
chairs	pans
chesterfield	dishes
beds	teapot
dressers	glasses
TV	knives and forks
<i>things in the closet</i>	<i>other things</i>
brooms	books
clothes	pictures
shoes	curtains
toys	rugs

Personal
Writing

For personal writing, the children might write about a move that they have made. Others might choose to describe the thing they would take with them if they were to make a move. Their stories might be accompanied by "moving day" pictures.

Printing

Following the procedure in the lesson plan for "The Giant Splash," review with the children the formation of the letters *m*, *M*, *n*, *N*, *i*, *l*, *r*, *R*. Further practice pages are provided in the *Spirit Duplication Masters/Self-Help Activities*.

Reviewing
the printing
of n, M, n, N,
i, l, r, R

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying consonant clusters *fl*, *sl*, and *pl*
 Recognizing and identifying words formed on graphemic bases
 Recognizing and identifying compound words

Move Along

Objectives

Recognizing and identifying consonant clusters *fl*, *sl*, and *pl*
 Recognizing and identifying words formed on graphemic bases

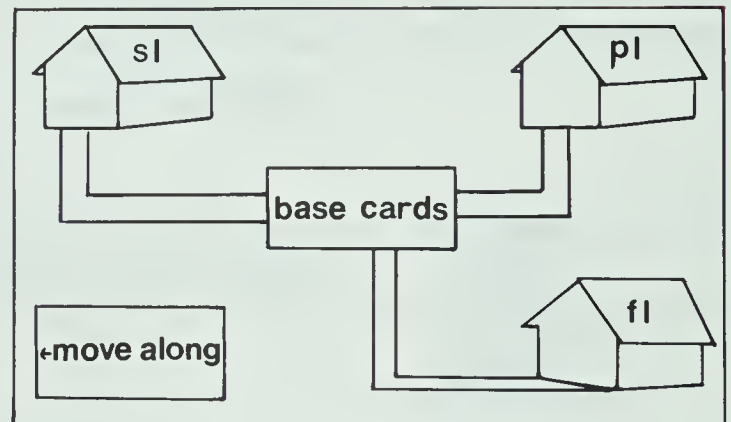
Decoding Skills:
 Phonemic
 Analysis

Number of Players

Two to Four

Materials Needed

A "Move Along" board
 A set of colored markers for each player
 Cards with graphemic bases such as *at*,
ap, *ed*, *it*, *ip*, *ick*, *ot*, *op*, *ob*, *ump*, *an*
 One die marked *fl*, *sl*, *pl*, *fl*, *sl*, *pl*



Procedure

The base cards are placed in center of the board. Each player chooses a set of colored markers. The pupils take turns to roll the die and to take a base card. If the consonant cluster and the base make a word, the player places a marker in the house with the same consonant cluster. If the consonant cluster and the base do not make a word, the base card is returned to the bottom of the pile. When all the cards are on the houses, the player with the most markers on the board is the winner.

Compound It!

Objective

Recognizing and identifying compound words

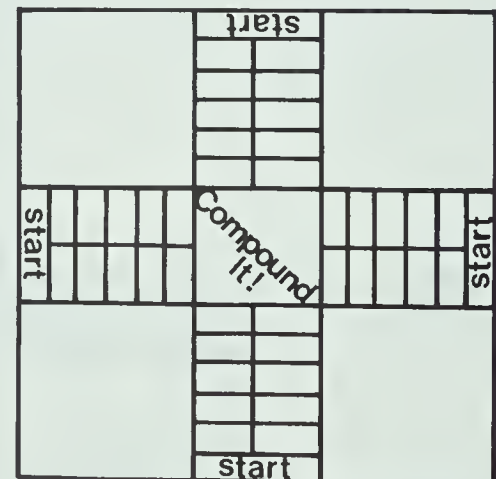
Decoding Skills:
 Structural
 Analysis

Number of Players

Two to Four

Materials Needed

A "Compound It!" game board
 Cards for the following words: *play*, *mate*, *play*, *house*, *high*, *way*, *run*, *way*, *mail*, *man*, *snow*,
man, *milk*, *man*, *bath*, *tub*, *stop*, *watch*, *base*, *ball*, *snow*, *ball*, *foot*, *ball*, *be*, *side*, *in*, *side*,
out, *side*, *some*, *day*, *some*, *one*, *some*, *thing*, *every*, *day*, *every*, *one*, *every*, *thing*



Procedure

The cards are shuffled and placed in a pile between the players. Each player takes four cards. The players then takes turns to pick one card from the pile and to add it to those he or she already has. If any two of the cards held make a compound word, it is placed on the player's ladder. The first player to complete a ladder is the winner.

Objectives

Understanding word meaning
 Enjoying poem
 Valuing title
 Enjoying illustrations
 Drawing inferences
 Relating poem to personal experiences
 Miming
 Valuing
 Reading interpretively
 Illustrating poem's theme

Responding To Poetry

Tell the children that you are going to read a poem called "Welcome." "When do you say 'welcome' to someone? What does 'welcome' mean?"

Have the children listen as you read the poem. You might say, "Listen to find out why the poet gave her poem the title 'Welcome.'" Read the poem as the children listen with their books closed. Then let the children discuss the title's relationship to the poem.

Have the children turn to page 28 and read the poem a second time as the children follow in their books and look at the illustration.

Talk about the poem briefly as the children express the comments that the poet's idea and the illustration generate. "Which of the children in the picture might be saying the poem? What do you think the children in the picture are going to do? What makes you think so?"

"Do you have any neighbors who came from over the sea? Did you have trouble talking to each other when you first met? Tell us about it."

"How can you make someone understand you if you don't speak the same language? How could you say "Let's play with a ball," or "Do you want something to drink?" or "I like you." If the children wish, they could go on communicating other messages wordlessly to one another.

"What is the child in the poem going to teach his or her new friend? What games and songs would you teach a newcomer to Canada?"

"Do you think that the poet has the right idea about how to treat newcomers to our land? What things would you do to help a newcomer in your neighborhood feel at home?"

Reread the poem leaving out the last word in lines 2, 4, 6, and 8. Let the children put in the missing words. This will call attention to the rhyme in the poem.

Call upon volunteers to read the poem with expression to the group.

Have the children make pictures to illustrate the theme of the poem — Welcome!

*Understanding
word meaning*

*Enjoying
poem*

Valuing title

Enjoying illustrations

*Drawing
inferences*

*Relating poem
to personal
experiences*

Miming

Valuing

*Reading
interpretively*

*Illustrating poem's
theme*

COMPREHENSION

Valuing the experience of sharing
Using the table of contents
Speculating; formulating questions
Observing picture details
Inferring feelings
Recalling details; verifying answers
Telling a story from pictures; creating dialogue
Reading interpretively
Describing a character
Applying story ideas to personal experiences
Valuing
Identifying main idea
Listening to follow directions
Listening for specific details
Making judgments

INTEGRATIVE OPTIONS

Environmental Studies: Social Studies —
valuing different ethnic origins of
class members; locating lands of origin
on a map
Books — reading independently
Films — developing visual and auditory
senses

DECODING SKILLS

Recognizing and identifying words
Recognizing and identifying phoneme-
grapheme correspondences /i/i, /ī/i-e,
/s/ss, /fl/fl, /sl/sl, /pl/pl
*Recognizing and identifying phoneme-
grapheme correspondences /z/s,
/cl/cl, /bl/bl, /gl/gl
*Recognizing and identifying plural forms
with es
*Recognizing and identifying dropping of
final e before verb endings *ed, ing*
*Recognizing and identifying words using
graphemic bases *ass, ink*
Spelling words using graphemic bases
Observing the spelling of useful words
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Discriminating between statements and
questions
Recognizing and identifying correct word
order in sentences
Recognizing and identifying compound
and complex sentence patterns
using connectives *and, but, because*
Recognizing and identifying tag phrases
and direct speech; noting use of
quotation marks
Recognizing use of series of periods
Recognizing and identifying use of
periods and question marks
Recognizing, identifying, using irregular
past tenses *read, thought*
Producing alphabetic sequence using
three words

WRITING

Reviewing vocabulary charts
Integrating speaking, writing, reading
relationships; building vocabulary chart
Applying comprehension, decoding,
language, printing skills to produce
personal writing
Reviewing printing of letters
Reviewing printing of a sentence and a
question

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/*
Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-
grapheme correspondences /fl/fl,
/sl/sl, /pl/pl, /cl/cl, /bl/bl, /gl/gl
Recognizing and identifying consonant
clusters *fl, sl, pl, cl, bl, gl*

Literary Appreciation**

Relating picture and story
Drawing inferences about story
characters' feelings
Describing a story character
Applying story ideas to personal
experiences
Valuing story ideas
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to follow directions; for
specific details
Listening to identify phoneme-grapheme
correspondences /i/i, /ī/i-e, /s/ss,
/fl/fl, /sl/sl, /pl/pl, /z/s, /cl/cl,
/bl/bl, /gl/gl

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Valuing the experience of sharing
Using the table of contents
Speculating
Formulating questions
Observing picture details
Inferring feelings
Recalling details; verifying answers
Telling a story from pictures; creating dialogue
Reading interpretively
Describing a character
Applying story ideas to personal experience
Valuing
Identifying main idea
Listening to follow directions
Listening for specific details
Making judgments

Developing Pupil Inquiry

*Valuing the
experience of
sharing*

Initiate a discussion with the group on “sharing.” Try to lead the children from the idea of sharing objects such as candy and toys with siblings or friends to the larger concept of sharing thoughts and experiences with others. You might stimulate discussion with questions such as: “What do you do when you share something with someone? Who do you share things with? What things do you share? Is sharing always easy or do you sometimes want to keep things for yourself? How does sharing things with others make you feel? We share things besides candy and toys with other people every day. How can you share a funny joke you heard with your classmates? How can you share a trip you took on the weekend with your friends? Why is it fun to share stories and things that happened to us with our friends?”

*Using the table
of contents*

Ask the children to turn to the table of contents and have them recall the title of the last story they read. Then ask them what the title of the next story is. If no one can read it, read the title.

*Speculating
Formulating
questions*

Encourage the children to speculate on what the story will be about. Ask the children what questions they would like to pose about this story. Pupils still having difficulty setting questions should be helped by specific questioning. Record their questions on the chalkboard.

*Observing
picture details;
inferring feelings*

Have the children tell you on which page this story begins and ask them to turn to this page in their books. Let the children comment on the illustrations on page 29. Encourage discussion with questions such as: “What do you think the girl in the picture is thinking about? How do you think she is feeling? Tell why you think so?”

*Formulating
questions*

Ask the pupils if they have any further questions they would like to ask about the story. Add these questions to the list on the chalkboard.

Have the children read page 29 to see if they can find the answers to any of their questions.

Developing Pupil Response

*Reading

Recalling
details; verifying
answers*

Have the children read page 29 silently. After they have finished reading, refer the children to the questions on the chalkboard and have them read the questions. Ask them which of their questions they can now answer. Let the pupils answer the questions first in their own words, and then have them read from the text or refer to the illustrations to verify their answers.

*Formulating
questions*

If the children have any further questions they would like to pose at this time, these can be added to the list of the questions on the chalkboard.

Then ask the children, “What problem does Maria have in this story? How do you think she might solve her problem?”

Speculating

Let the children speculate briefly on this question. Then have them turn to pages 30 and 31 and read silently to find out if their ideas were correct.

*Recalling
 details; verifying
 answers*
*Formulating
 questions*
Reading
Verifying answers
*Drawing
 inferences*
*Telling a story
 from pictures*
*Making up
 dialogue*
*Reading
 interpretatively*

After the reading is finished ask, "What did you find out?" Let the children tell the answers they found and read the lines that give them the information.

The children will naturally want to know what Maria's puppet show will be about and if the other children will like it. When their questions are formulated and recorded, let them turn the page and read to the end of the story. When the reading is finished, have answers given and supported by reading the lines that contain them. Comment on the reaction of the pupils in the story to the puppet play, and let several children tell what they would have said to Maria and Tony if they had been there.

Call upon volunteers to tell the story of "Little Red Riding Hood" using the pictures as a guide. You may also wish to have the children make up dialogue for each of the frames in the puppet play. This dialogue can be recorded on the chalkboard. The children could then take turns being Red Riding Hood, the wolf, the grandmother, and the woodsman and reading the dialogue.

Remind the children that certain words in sentences should be emphasized more than others to bring out the meaning and lend interest to the oral reading. Call upon volunteers to read the following sentences from the story, emphasizing the underlined words to show how this brings out the meaning.

Maria was a new girl in Miss Hill's class.
 "Some day I'll do something in Sharing Time."
 "...but how can I when I can't talk to them?"
Now she knew what she could do!
 "Do you have something for the class?"
 "How do you know the same story as we do?"

Synthesizing

1. "What words would you use to describe Maria?"
2. "How did Maria feel because she couldn't talk to the other children? How do you think the other children felt about Maria?"
3. "Have you ever felt like Maria — that you didn't belong? When did this happen? What did you do to solve your problem?"
4. "What can you do to help children who are new to Canada learn our language and feel that they belong? How can you help children who are new to our school feel at home?"
5. "How did Maria solve her problem in the story? Why was this a good way to solve the problem? How else could Maria have shared something with the class?"

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Have the pupils briefly retell the events in the story. Then have members of the group read the following sentences which you have printed on the chalkboard.

Maria was in Miss Hill's class.
 Maria wanted to do something for the class for Sharing Time.
 Tim and Anne showed some rocks they'd found at Sharing Time.
 Maria got the idea of putting on a puppet play.
 Maria and Tony put on a puppet play of "Little Red Riding Hood" for the class at Sharing Time.
 Maria brought some puppets to Canada.

Ask the children to decide which three of the events in the list best sum up what happened in the story. Let the children discuss their ideas and have a pupil cross out the events in the list they reject. Then have a group member reread the three sentences chosen.

Literal Comprehension. Tell the children to listen carefully to the directions you are going to give. Ask individual pupils to do what the directions say. Have other group members decide if the person acted correctly, following the instructions exactly. Make your directions simple at first and then proceed to more difficult ones. For example you could say:

"Find a poem in your book and show it to the class."
 "Get your hat and put it on."
 "Jump up and down three times."

Describing a character
Inferring feelings

*Applying story
 ideas to personal
 experience*

Valuing

*Recalling details;
 speculating*

*Identifying
 main idea*

*Listening to
 follow directions*

“Walk like a puppet.”

“Get a book and put it on top of another book, and then take it off again.”

“Pat two other children on the back with your eyes closed.”

“Get out a picture you have made, give it to me, and walk to the back of the classroom and say ‘Boo!’”

*Recalling
story details*

Literal Comprehension. Print the following sentence parts on the chalkboard and have the children read them silently. Then ask individual children to draw a line matching sentence parts which belong together. Let the children read the sentences they made orally for the group.

- | | |
|------------------------------------|---|
| 1. Maria couldn't talk very well | hear the other children talk at Sharing Time. |
| 2. Maria liked to | worked the puppets to tell the story. |
| 3. Maria asked Tony | with the children in the class. |
| 4. Maria and Tony | liked the puppet play. |
| 5. The other children in the class | to help with her puppet play. |

*Listening
for specific
details*

Listening. Explain to the children that you are going to play a listening game. Tell them that you are going to say a sentence and that the person next to you must repeat your sentence and add one element to the end of it. “I will say, ‘I made a puppet out of a paper bag.’ The person next to me will say, ‘I made a puppet out of a paper bag and newspaper.’ The next person will add one more thing to the list and so on around the circle.”

This activity works well if the children are sitting in a circle. That way they will know when their turn is coming and can prepare for it by having their word ready.

Other sentences you could use for this game are:

“For breakfast this morning I had . . .”

“I like to play . . .”

“At the zoo I saw . . .”

“In my pocket I have . . .”

*Making
judgments*

Creative Thinking. To help the children make judgments, print the following sentences on the chalkboard. Ask the children to read the sentences silently to decide whether each one is true or not true. Then have individual pupils read each sentence orally, tell whether or not it is true, and give reasons for the decision. If there is any disagreement, let those with opposing views give their reasons for thinking as they do, and have the group as a whole decide which reasons are valid. In such discussions remind the children that everyone is entitled to his or her own opinions and that the different opinions must be considered in a respectful and amicable way.

1. Maria was sad because the other children didn't like her.
2. The puppet show was a good idea for Maria and Tony.
3. Maria was a shy girl.
4. Maria wanted to do something in Sharing Time to show off.
5. The other children liked the puppet show.

INTEGRATIVE OPTIONS

If you do not have a class activity similar to Sharing Time you may wish to institute it at this time. Discuss the idea with your children and elicit suggestions from them concerning sharing time activities, length of sharing time, days on which to have sharing time, at what time of day to have sharing time and so on. If the children have a hand in planning this activity they will be anxious to make it a success by contributing to it. This activity can play an important part in the program of your class. Through it the children will learn to make decisions (in choosing what activity they will do to express themselves) and to appreciate and evaluate one another's efforts.

Valuing different ethnic origins of class members. As the neighborhoods of the world grow closer together, it is necessary for children of today to appreciate their own cultural heritage and learn to understand the customs of others. Sometimes it is even necessary for children to be taught to appreciate the customs of their own ethnic groups. For this reason, other lands and their customs should be discussed.

Let the pupils in your class who have come from other countries share stories of personal experiences in their homelands. They could be encouraged to discuss topics such as dress, customs, homes, schools, animals, music and dance, food, what their former country and its climate is like, and everyday activities which are different from those in Canada. Give the other children in the group an opportunity to ask questions of the new Canadians.

Many other of your pupils will have parents who came from other lands. They could tell how the ethnic backgrounds of their parents is reflected in their every day lives. The celebration of festivals such as birthday, Easter, or Christmas could be discussed. If the children attend ethnic associations in the community they could tell about these activities. Some children may have anecdotes to relate about their parent's lives before they came to Canada.

If the children wish, those who speak other languages could teach the group greetings, counting, songs, or games. Encourage the children to bring in dolls, books, items of clothing, or pictures from other lands and share the significance of these objects with the group. It may also be possible to share foods such as cookies from different lands.

After their discussions, the children may wish to work together on a mural of "Children Around the World." If your group shows enough interest, you could involve the whole class in an international afternoon of songs, dances, plays showing customs, records of national music, films, and a "Nationality Banquet."

Locating lands of origin on a map. Make a list on the chalkboard of the countries from which the children in the group and their parents came. Help the children locate these countries on a large wall map of the world. The children can make small flags and write their names on these. They can then attach the flags to the map on the appropriate countries. Pieces of string could then be attached to the map going from their flag to your town or city. Let the children discuss and compare the relative distances of their lands of origin away from where they now live in Canada.

Book Center

Story
Books

Clifton, Lucille. *All Us Come Cross the Water*. Holt, Rinehart and Winston.

A black boy discovers his heritage and his unity with all others of his race.

Gill, Bob. *Ups and Downs*. Addison-Wesley

A parable about prejudice and mistrust.

Viorst, Judith. *Rosie and Michael*. Atheneum.

The story of two fast friends — a boy and girl — and what their friendship means to them.

Winnick, Karen B. *Patch and the Strings*. J. B. Lippincott Company.

A puppet tries to find out who controls the strings.

Film Center

Films

Kumak, the Sleepy Hunter. 13 mins. Dunclaren Prod.

The Donkey Prince. 8 mins. Marlin.

Courtesy for Beginners. 10½ mins. Coronet 1781.

New Zebra in Town. 11½ mins. Coronet 3582.

Let's Share With Others. 10 mins. Coronet 1832.

Sharing-Time in Our Class. 10 mins. Coronet 1945.

Three Little Pigs. 10 mins. Coronet 844.

Goldilocks and the Three Bears. 10½ mins. Coronet 816.

New Student, New Friends. 9 mins. Marlin.

DECODING SKILLS

Objectives

- Recognizing and identifying words, using context clues
- Recognizing and identifying the phoneme-grapheme correspondences /i/i and /ī/i-e
- Recognizing and identifying the phoneme-grapheme correspondence /s/ss
- *Recognizing and identifying the phoneme-grapheme correspondence /z/s
- Recognizing and identifying the phoneme-grapheme correspondences /f/fl, /pl/pl, /sl/sl
- *Recognizing and identifying the phoneme-grapheme correspondences /cl/cl, /bl/bl, /gl/gl
- Recognizing and identifying phoneme-grapheme correspondences to print consonant clusters
- *Recognizing and identifying plural forms with es
- *Recognizing and identifying the dropping of final e before verb endings *ed* and *ing*
- Recognizing and identifying words, using *cl, bl, gl* and graphemic bases
- *Recognizing and identifying words, using graphemic bases *ass, ink*
- Recognizing phoneme-grapheme correspondences and graphemic bases to spell words
- Observing the spelling of useful words
- Observing the spelling of spelling words

*Introduction to new element

Materials Needed

- Sentence strips and word cards (see below)
- Lines on the chalkboard for chalkboard dictation
- Sheets of paper lined for printing
- Duplicated worksheets (see below)
- Sheets of paper lined for printing spelling words
- Spelling notebooks

Word Meaning

New Words: *sharing, girl, Miss Hill, class, because, could, talk, father, other, think, idea, puppets, afraid, over, your, as*

Decodable Words: *sometimes, Jay, wish, maybe, without, sat, same*

Enrichment Words: *Tony, theater*

Make sentence strips for the following incomplete sentences and word cards or print the sentences and the words on the chalkboard.

Curt is _____ his cake with Mr. Mugs. sharing shouting
 We can't come _____ Mommy is sick. because beanstalk
 What will we _____ about? walk talk
 I want the _____ toy boat. this other
 Do you _____ that is a big balloon? think thought
 Pat has a good _____ ! idea into
 Are you _____ of bears? afraid after
 Let's do that _____ again. over our
 These are _____ books. your you
 The giant is _____ big _____ a house! as was as

Have the pupils study each incomplete sentence and decide which word belongs in the sentence. Their reasons may be that the word "sounds right" or, "it makes sense."

Follow this procedure for the other sentences. Note that in the last sentence the word *as* is to be inserted twice.

Recognizing
and identifying
new words
using
context
clues;
discriminating
between words
of similar
configuration

Phonemic Analysis

Recognizing
and identifying
correspondences
/i/i, /ī/i-e

Print the following words on the board

sit	time
wish	like
miss	fine

Ask a pupil to read the first column of words. Ask what vowel sound is heard. It should be recognized as the /i/ sound.

Follow the same procedure for the second column. Remind the pupils about the final e and how it indicates the /ī/ sound.

Give each child cards with *sit* and *time* printed on them.

Read out the following words. If the children hear a word with the same middle sound as *sit*, they raise their cards with *sit* on it. If they hear a word with the same middle sound as *time*, they raise their cards with *time* on it. They remain still if they hear any other word with different sounds.

lame	from	lit	jump
pop	line	dime	dip
bike	came	most	up
tip	fin	fine	stop

Recognizing
and identifying
correspondence
/s/ss

Print the following word on the board.

miss

Have a pupil read it. Point to the final ss and ask what sound the two letters stand for. The pupils could be shown that it is likened to the sound we give for a snake: *hiss*. The /s/ sound appears to be dragged out at the end of the word.

Print some more of these words on the board.

hiss
class
boss

Have a pupil come up and circle or underline the ss in the first word. He or she may say the word at this time. Have other pupils do the same for the other words.

Now, print these words on the board.

sit plays

Recognizing
and identifying
correspondence
/z/s

Ask a pupil to read each word.

Have another pupil tell if there is anything different about the sounds s stands for in each word. It should be recognized that in *sit* the s stands for the /s/ sound and in *plays* the s stands for the /z/ sound.

Elicit more words with these sounds and list them under the appropriate key word.

Now, give each child word cards with *sit* and *plays* printed on them. Read the following words to the group. If they hear an /s/ sound as in *sit*, they raise their *sit* cards. If they hear a /z/ sound, they raise their *plays* cards.

stop	raise	does	walks
sap	because	trains	

Lead the pupils to generalize that the letter s may stand for two sounds /s/ and /z/.

Print the following words on the board.

home	flap	play	ride
come	tin	nice	run
slot	plop	flower	slap
Jay	do	lip	came
flight	as	flip	plan

Recognizing
and identifying
correspondences
/f/fl, /p/pl,
/s/sl

Have the pupils come to the board and underline the consonant clusters *fl*, *pl*, *sl* in the words in which they appear.

Tell the pupils that there are still more letters that are often used with /l. Say these words: *clap*, *black*, *glad* as the pupils listen for the initial sounds.

Elicit other words with these consonant clusters from the pupils.

Say the following pairs of words, and have the pupils identify the letters that stand for the initial sounds heard in the second word of each pair.

can	cap	cat	cash
clan	clap	clot	clash
back	bed	bob	band
black	bled	blob	bland
gad	goat	go	gum
glad	gloat	glow	glum

Print the key words on the board.

clap black glad

Recall with the group the formation of *fl*, *pl*, *sl*. A consonant is put before the letter *l* to make a consonant cluster. Explain that here, the consonants *c*, *b*, and *g* are put before the letter *l*.

To check recognition of these consonant clusters, print the following on the chalkboard.

are	blue	is	bled	am	gloat	
like	blast	or	clean	at	glad	hit
gland	run	black	clap			
his	time	top	she			

The children are to circle or underline the consonant clusters found in the words. Other words they are to leave alone.

Test all of the consonant clusters taken so far by dictating the words given below.

Prepare the lined sheets and chalkboard for the pupils. In response to the dictated words, they are to print the letters that stand for the two sounds they hear at the beginning of each word.

These sentences could be used to present the words.

Group 1

Everybody, clap your hands — clap!
The black pail fell off the ladder — black.
I am glad you came — glad.
Close the flap to the tent — flap.
Sit here, please — please.
Will you cut me a slice of pie — slice?

Group 2

Our toboggan glides over the snow — glides.
Your clothes are all dirty — clothes.
Can you blend the mixes — blend?
Your turtle is slow, isn't he — slow?
Let's play marbles — play.
Can you fly like a bird — fly?

Group 3

This is a wonderful place — place.
I can slap the water — slap.
A clam was sitting on the beach — clam.
Don't look so glum — glum!
My new shoes are blue — blue.
This flight will land tomorrow — flight.

Group 4

Glue this model together — glue.
I just want a plain ice cream cone — plain.
Don't slip into a puddle — slip.
My, but you look clean — clean!
Watch my eyes blink — blink.
This is Canada's flag — flag.

Structural Analysis

Recognizing
and identifying
plural
form es

Ask the pupils what *plural* means. If there is any difficulty in understanding, direct them to the idea that it means "more than one."

Explain that a new way of making words plural is going to be seen today.

Print the word *class* on the board. Now, beside it, print the plural: *classes*. Show the pupils that *es* was added to make the word plural.

Give each pupil a card with *es* printed on it.

Make sentence strips for the following sentences.

I helped Mommy do the dish ____.
Two bus ____ went by without stopping.
There are four class ____ here.
I'll give you two guess ____.
The fairy gave him three wish ____.

Place the first sentence strip in the pocket chart. Have a pupil read it. Then, have another pupil come up and insert his or her *es* card in the correct place to make the word *dish* plural.

Follow the same procedure for the other sentences. Try to have each pupil take a turn.

Point out to the pupils that you can tell by the sound whether *s* or *es* should be added to a word to make it mean more than one. Demonstrate with the words *tops*, *lakes*, *thoughts*, *classes*, *wishes*, *buses*.

Print the following word on the board.

share

Ask a pupil to read the word. Now, ask the group what word you would say if you "share something yesterday." Most should answer: *shared*. Print this on the board.

shared

Show the pupils that when *ed* is added, the final *e* is dropped from the word *share*.

Prove this by printing the wrong form of adding *ed*:

share + ed = shareed

They should quickly see that this is wrong.

Follow the same manner in presenting *sharing*. Have the pupils realize that "you are *sharing* today."

Give practice in adding *ed* and *ing* by distributing the following worksheet.

share	shared	sharing
dance	_____	_____
love	_____	_____
change	_____	_____
surprise	_____	_____

Recognizing
words, using
cl, bl, and
gl and
graphemic
bases

The pupils are to add *ed* and *ing* to the words. They will note that the first one is done as a guide, and that the final *e* is dropped when *ed* and *ing* are added.

Explain to the pupils that new words can be made by putting *cl*, *bl*, and *gl* in place of the first letter of words they know. Print the following pairs of words on the board. Have the initial consonants named and the parts that are the same in the two words identified.

Make Word Wheels on the board as in the clusters lesson plan for "I'm Moving."

Have the pupils look at the *c/* wheel first. Ask a pupil to come up and by pointing, match up letters with the consonant cluster to make a word. Print the word on the board beside the wheel. Proceed in this fashion until every pupil has had a turn. Then, proceed to the next wheel.

can	am	had	cap	tip	sick
clan	clam	clad	clap	clip	click
jump	day	bean	dash	dog	hot
clump	clay	clean	clash	clog	clot
and	back	bed	not	rob	came
bland	black	bled	blot	blob	blame
last	beat	made	and	had	boat
blast	bleat	blade	gland	glad	gloat

Recognizing words, using graphemic bases ass and ink

To develop the graphemic bases *ass* and *ink*, print the columns below on the chalkboard. Have the part that is the same in every word in a column identified and underlined. Then call upon pupils to identify the initial letter or letters of each word and pronounce the word.

class	think
bass	blink
glass	chink
lass	clink
mass	kink
	link
	mink
	pink
	rink
	sink
	slink
	wink

Reading in context words formed on graphemic bases

Print the following key words on the board and have them read: *think, ten, class, Pat, back, bean*.

Place these sentences on the chalkboard.

I think Glen is coming with us.
The class is in the school.
Do you fish for bass?
Maria's hat is pink and black.
A mink is a little animal.
There is a clean glass by the sink.

Point to the sentences in random order and have pupils read them out loud. Continue until every child has had at least one turn. If a child stumbles over a word, refer him or her to the key word.

Spelling

Spelling words formed on bases ass, ink

Give each child a lined sheet of paper for printing. Tell them they are going to print words with the bases *ass* and *ink*. They add letters heard to these bases to construct the words.

The following sentences might be helpful in presenting the words.

Sit down in our class — class.
My boat will sink — sink.
Can you think of her name — think?
Do you want a glass of water — glass?
Can you pass this gate — pass?
Why do you wink at me — wink?

Now have the pupils print the word *think* on their papers and then print the following words as you indicate the initial consonant or consonants each time.

think blink chink clink kink link mink pink rink sink slink wink

Follow the same procedure with:

class bass glass lass mass pass

Spelling
useful
words: could,
your

Tell the pupils that you are going to show them two words that are not spelled the way they sound. Explain that they should try to remember these words, because they are words that we use a lot. The words are *could* and *your*.

Print *could* on the board and pronounce it. Point out the *o u l* in the word and note that we do not hear the sound any of these letters usually stand for, and we just have to remember that they are there.

Ask if anyone can recall another word like *could*. If no one responds, or when the word is given, print *would* under *could* and have the pupils realize that the two words are the same, except for the initial consonant.

Print *your* on the board and pronounce it. Help the pupils to see that it is simply the word *you* with an *r* added, even though it is pronounced differently.

Now, use the words in oral sentences to show their meaning.

I *could* go to the store.

That is *your* book on the desk.

Have the children print the words on their lined pages. Then have the words entered in the list of useful words in the spelling notebooks.

Print the following words on the board and have them pronounced.

Spelling
words:
girl, father,
over

girl

father

over

Ask the pupils to copy each of the words five times on their worksheets. Remind them to check each word they print, to make sure that all the letters have been printed in the right order. Then have the words entered on the correct alphabetic pages of the spelling notebooks.

Present the following words to the students as dictated words. They are to print the words on their lined sheets of paper. These sentences may help present the words.

The girl is my sister — girl.

The plane flew over the lake — over.

My father drives a large truck — father.

If a pupil misspells a word, have her or him enter it in the personal difficult words list in her or his spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Discriminating between statements and questions

Recognizing the importance of word order in sentences; recognizing and identifying correct word order

Recognizing and identifying compound and complex sentence patterns using the connectives *and*, *but*, and *because*

Recognizing and identifying tag phrases and direct speech; noting use of quotation marks

Recognizing use of series of periods

Recognizing and identifying use of periods and question marks

Recognizing, identifying, and using irregular past tenses *read*, *thought*

Producing alphabetic sequence using three words

Materials Needed

Sentence strips (See below)

Word cards (See below)

The readers

A period card and a question mark card for each child in the group

*Discriminating
between statements
and questions*

Sentence Awareness

The following lesson will help the pupils discriminate between statements and questions. You might begin: "You have read many sentences in the story 'Sharing Time.' Some sentences tell us something. They are called telling sentences. Listen as I read two telling sentences.

Maria is happy.

Miss Hill likes puppets.

"What telling sentences can you give us?" Have two or more pupils suggest examples of telling sentences.

"Some sentences ask us something. They are called asking sentences or questions. Listen as I read two questions.

Where does Maria live?

Do you like ice cream?

"What questions can you give us?" Have two or more pupils suggest examples of questions.

Arrange the following word cards in the pocket chart in this order:

children Maria's the puppets loved

Ask a pupil to read the words aloud. "Does that sentence make sense? Why not?"

"Let's put the words in the right order. Which word should come first? Which word should come second?" etc.

As the pupils give you the words, move the cards down to the next pocket to form:

The children loved Maria's puppets.

Have the sentence read and ask the pupils whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card and have the sentence read once more.

Recall with the children that the word *and* is often used to join two sentences into one sentence so that we can say things in a shorter and better way.

Print the following sentences on the chalkboard and ask the children to read them.

The children would show some of the things they had made.

The children would tell a little story to the others.

"How can we say this in a shorter way, and make what we want to say sound better by joining the two sentences into one sentence with the word *and*?"

Elicit the sentence:

The children would show some of the things they had made and tell a little story to the others.

Print the sentence on the chalkboard as it is given by the pupils and have them name the words that were omitted from the second original sentence. Then have the pupils turn to page 29 of the reader story to find and read the sentence they developed.

Print the following sentences on the chalkboard and have the children read them.

At first Maria was a little afraid.

She and Tony took the puppets and went to the puppet theater.

"How can we join these two sentences into one sentence with the word *but*? Let's look on page 32 and find out." Have the children find and read the sentence that takes the place of the two above sentences and then find and read the joining word *but*. Point out that this is a better way for the writer to say what she wants to say but not a shorter way. Find out whether the children can tell you why it is not a shorter way.

*Recognizing the
importance of
word order
in sentences;
recognizing and
identifying
correct word order*

*Recognizing and
identifying
compound and
complex sentence
patterns using
the connectives
and, but, and
because*

Print the following sentences on the chalkboard and ask the children to read them.

Maria didn't have friends.

She could not talk with the other children.

Explain to the children that they can understand the meaning of the two sentences better, if they join them into one sentence with the word *because*. Have the pupils develop one sentence from the two above sentences using the joining word *because*. Print the new sentence on the chalkboard. If the children have difficulty formulating the new sentence, model it for them and print it on the chalkboard. Elicit that the first part of the sentence — the part that comes *before* the word *because* — tells something about Maria — that she didn't have friends. The second part of the sentence — the part that comes *after* the word *because* — tells the reason why Maria didn't have friends.

Ask the pupils to turn to page 29 of the reader story to find and read the sentence they developed. Have them note the joining word *because*. Then have the children look through the story to find and read other sentences in which the joining words *and*, *but*, and *because* are used.

Have the pupils turn again to page 31 in their readers. "Who is speaking in the first paragraph on this page? How do you know? Read the words that tell us."

"Who said the next two lines on this page? How do you know? Read the words that tell us."

"Now turn to page 33. Who is speaking in the second-last paragraph on this page? What did Miss Hill say? Read the exact words that she said." Have a volunteer read Miss Hill's words. If she or he includes the words *Then Miss Hill said*, point out that Miss Hill would not say these words when speaking to the class.

"How do you know that these are the words that Miss Hill said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of Miss Hill's words tell us exactly what she said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. Elicit that the word *said* is not the only word that identifies a speaker and a speaker's words. In this story the word *thought* is also used to identify a speaker's thoughts or words. Have the children suggest other words they have read that identify a speaker and a speaker's words. They might say *cried*, *laughed*, *shouted*, *asked*, etc.

Elicit that the "said" phrase may come at the end of what is being said, in the middle, or at the beginning. Have the pupils refer to specific examples in the text.

Punctuation and Graphics

Have the pupils turn to page 31 in their readers, and refer to the third paragraph.

"Why do you think the word *thought* has a row of dots after it?" Let the children explain in their own words what the series of periods indicates to them.

Have the children turn to page 33 in their readers and find the sentences ending with question marks. Discuss the reason for the use of the question marks and then have the children read the questions in the way the punctuation tells them to read.

Have the children find and read other questions in the story.

Refer to a specific statement in the story and discuss the reason for the use of the period. Have a child read the sentence in the way the period indicates.

Ask the pupils to find and read two or three other statements in the story.

Refer to the following sentences on the chalkboard. (The sentences should be printed on the board before the lesson begins.)

The children loved Maria's puppets

Mr. Mugs likes to play ball

Where did Maria get her puppets

Maria and Tony like to play at Curt's house

Curt likes to go to Tony's house

Can you tell a good story

Why did Tony help Maria with the puppets

The children work in Miss Hill's class

Is Jan looking out the window

Recognizing and
identifying
tag phrases and
direct speech;
noting quotation
marks

Recognizing use of
series of periods

Recognizing and
identifying use of
periods and
question marks

Distribute a period card and a question mark card to each child in the group. Direct attention to the first sentence on the board. Ask a child to read the sentence aloud as the others follow along silently. Have each child raise the card that correctly indicates what punctuation mark should be placed at the end of the sentence. Then let a volunteer place the correct punctuation mark on the board.

Continue in the same manner with the rest of the sentences and questions.

Verb Forms

Recognizing, identifying, and using irregular past tenses
read, thought

To reinforce correct usage of irregular past tenses, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.

"Sometimes Jay read a story to his class. What is the name of the last story you read?" Have the children answer using the past tense *read*.

"What is the name of the last library book you read?"

"What story did you read to your little brother or sister?"

"What story did you read yesterday?"

"Maria thought about Sharing Time. What did you think about just now?"

"What did you think about this morning?"

"What did you think about last night at home?"

Alphabet Skills

Producing alphabetic sequence using three words

Prepare two or three cards for each of the following words: *girl, class, hill, talk, sometimes, Jay, other, idea, puppets, afraid, your*. Give three different word cards to each pupil in the group. Direct each child to place her or his cards in the correct alphabetical sequence. Have the children repeat the process several times, using different word cards each time.

WRITING

Objectives

Reviewing vocabulary charts

Integrating speaking, writing, and reading relationships; building vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Reviewing printing of letters

Reviewing printing of a sentence

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Reviewing vocabulary charts

It is a good idea to review the vocabulary charts periodically. It is not intended that every child should be able to read every word on these charts. Keep in mind that the children are at different stages of development and will learn different things from the charts. For example, some of them will be at an awareness stage. They will be aware that a certain classification of words is listed on a chart and they may be able to read only a few of them. However, as time passes and their reading skills increase, the charts will become more meaningful. Other children may be able to read most of the words.

When reviewing vocabulary charts, initiate a short discussion.

"What kind of words are these? Will you pick out your favorite word and read it to us? Does anyone have another word to add?"

Complete the discussion by simultaneously running your hand under the word or phrase and saying it. Have the children repeat it after you.

Work with the children to develop a further chart listing words commonly used in writing.

Integrating speaking, writing, and reading relationships: making vocabulary charts

More Words for Authors

might	has	hear
may	must	under
should	up	over
could	down	to
would	in	at
will	on	by
can	across	of

Personal Writing

Informal drama is excellent as motivation for personal writing. Students who have had an opportunity to act out a situation are able to write about that situation with more confidence and imagination. As a starting point for writing stories, ask the children to listen as you describe the following situations. After you have read each situation, tell the children to think about what they would say and do in that situation. Let the children discuss their ideas freely. Then ask for several volunteers from the group to act out the situation.

1. A new child moved in next door to you yesterday. Your mother tells you to go over and make friends with the child.
2. Your teacher asks you and your friend to show a new child around the school during recess.
3. You see some older children teasing a new child in your school who does not speak English very well.

Then have children select one of the situations they have acted out and write a story about it.

Printing

Reviewing the printing of u, U

Follow the procedure in the lesson plan for "The Giant Splash," review with the children the formation of the letter *u*, *U*.

Reviewing the printing of a sentence

To review the printing of a sentence and a question, put the following on the chalkboard.

Mr. Mugs can jump.
 Mr. Mugs can jump.
 Can Mr. Mugs jump?
 Can Mr. Mugs jump?

Have the children read the first sentence and explain why there is a capital at the beginning of the sentence and a period at the end of the sentence. Tell them to look at the model carefully and then to watch you as you follow the dotted lines to print the sentence. Then have the children copy the sentence on their sheets of lined paper. Have them compare what they have printed with the sentence on the chalkboard.

Proceed in the same manner with the second sentence. Have children explain why the sentence has a question mark at the end.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the phoneme-grapheme correspondences /f/**fl**, /s/**sl**, /p/**pl**, /c/**cl**, /b/**bl**, /g/**gl**

Recognizing and identifying consonant clusters *fl, sl, pl, cl, bl, gl*

Match-It

Decoding Skills:
Phonemic Analysis

Objective





Recognizing and identifying the phoneme-grapheme correspondences /f/**fl**, /s/**sl**, /p/**pl**, /c/**cl**, /b/**bl**, /g/**gl**





Number of Players

Any number

Materials Needed

One "Match-It" board for each player
Pictures of objects whose names begin with the sound represented by each of the above consonant clusters;
some pictures of objects whose names do not begin with the sound of a consonant cluster

Match-It			
 bl			
 gl			
 cl			
 pl			

Match-It			
 fl			
 sl			
 pl			
 cl			

Procedure

The player takes each card in turn, says the name of the pictured object, and then places the card in the correct row.

Blend-It

Decoding Skills:
Phonemic Analysis

Objective

Recognizing and identifying consonant clusters *fl, sl, pl, cl, bl, gl*

Number of Players

Two to Four

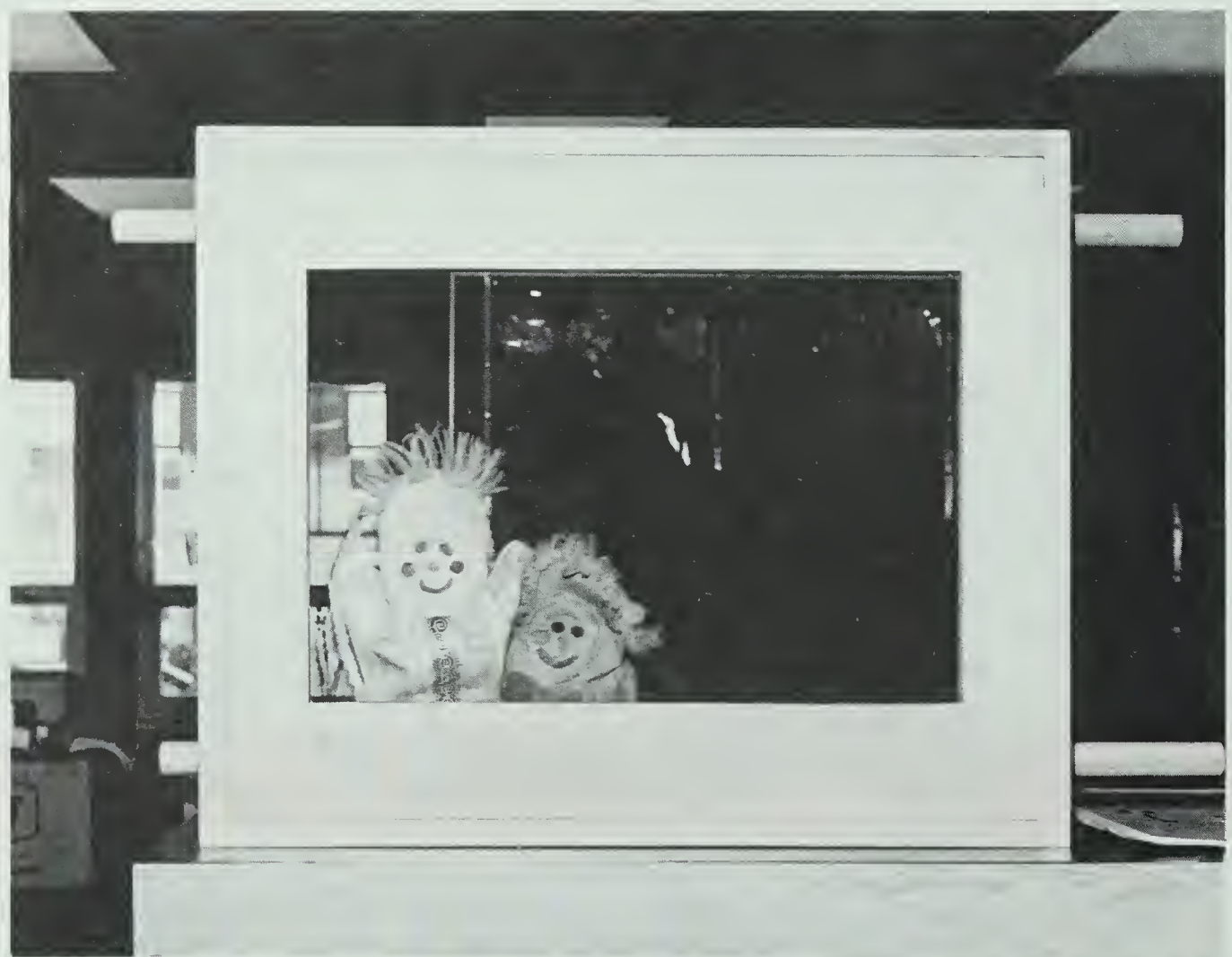
Materials Needed

One "Blend-It" board
One die marked *fl, sl, pl, cl, bl, gl*
Markers

Procedure

Each player rolls the die in turn. If the player can make a word by combining the consonant cluster on the die with one of the bases on the board, he or she places a marker on that base. The first player to place a marker on each base wins.

Blend-It	—at	—ap
—am	—ip	—ump
—and	—ed	—ad
—ob	—ame	You Win!



Reading to Follow Directions

Following the reading of “Sharing Time,” interest in puppets and puppet shows will be high.

Let the children talk about any puppets that they might have — where they got them, what they do with them. During the discussion some children might introduce the idea of making puppets. If not, ask if anyone in the group has ever made puppets. Let these children tell about their puppet-making experiences. Encourage them to tell what they made their puppet of and how they made them.

Have the children turn to page 36. Read the first paragraph to them as they follow with their eyes. Then direct their attention to the list of things needed. The pictures will help decipher any words which the children might otherwise not be able to read.

Read the directions on page 37 as the children follow. Then let the pupils read them again, to familiarize themselves with the details. Discuss the directions with the pupils to make sure that they understand them.

Making Puppets

The children will be eager to get to the making of puppets. The kind described in the text are very simple to make. Encourage the children to reread each direction, then do as it says before proceeding to the next step. Simple hand puppets may also be made from a stocking, if you prefer.

If you have a group of children who are well coordinated, they might enjoy making some ambitious puppets of papier-mâché. Some preliminary preparation will be needed for these. You can prepare the papier-mâché mixture below for the children or have them do it with guidance from you. Follow these directions for making the papier-mâché mixture:

1. Tear newspapers into small pieces.
2. Soak in water overnight.
3. Squeeze out the next day.
4. Knead slightly.
5. Add enough library paste, flour and water, or wallpaper paste to make a mixture.

Have the children mold their puppets while the mixture is still wet. Show the children how to mold their puppets into shape. Otherwise they will likely pull pieces off and try to stick them on again as noses, hats, etc. Place the completed puppets on paper to harden and dry. These puppets will have to dry for about four days. Then they may be painted and dressed.

Presenting a Puppet Play

Once the puppets are made, the children will want to put on a puppet play. Let them choose the story they wish to present. They may elect to do “Little Red Riding Hood.” If they want to do another story, it would be advisable to read it to them, as their recollections may be a bit jumbled.

Before the actual planning or writing of the play is begun, let the children act out the story spontaneously. This will give them the “feel” of the story and will help to clarify in their minds just how they think the story should be presented as a play.

When the story has been selected and acted out, discuss how it will be presented — whether a pupil will tell the story as the others move the puppets, whether additional conversation will be interjected by the children moving the puppets and what will be said.

You may wish to divide the group into two sub-groups for this activity. One sub-group will handle the actual writing and workout out of the play. The other sub-group can arrange the stage (a large box or table top), paint scenery, and so on.

When all is ready, let the children present the play to another class or group.

If another class is to be invited to see the puppet show, have the children compose an invitation. Discuss with them what should be included — what the activity is, its title, and when the other class is to come. When the wording is completed to the children’s satisfaction, have a good printer print the invitation and let someone deliver it to the other classroom.

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Recalling details; verifying answers
Valuing
Reading interpretively
Identifying story speakers
Reading orally
Discriminating between real and make-believe
Inferring feelings
Evaluating pictures
Making judgments
Identifying main idea
Listening to classify relevant and irrelevant items

INTEGRATIVE OPTIONS

Environmental Studies: Science — learning to take care of an animal in the classroom; making a picture collection of animals; finding out about animal babies
Mathematics — making a picture graph
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying words
Recognizing synonyms
Recognizing and identifying the phoneme-grapheme correspondence /z/s
Recognizing *cl, bl, gl*
*Recognizing and identifying phoneme-grapheme correspondences /br/br, /ü/oo, /ü/oo
Recognizing initial, medial, final sounds in words
Recognizing and identifying verb endings *ed, ing*
Recognizing contractions
*Recognizing and identifying words using graphemic bases *ood, ook, oon, oot*
Spelling words using graphemic bases
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing variation in sentence patterns
Recognizing and reading run-over sentences
Recognizing and identifying uses of capitalization
Recognizing, identifying, using irregular past tenses *had, took, went, saw, said, was, laid*
Recognizing and identifying alphabetic sequences: letters and words

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing; to produce Personal Journal entries
Reviewing printing of letters

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying the structure of contractions

Literary Appreciation**

Relating picture and story
Valuing story ideas
Drawing inferences about story characters' feelings
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to classify relevant and irrelevant items
Listening to identify phoneme-grapheme correspondences /z/s, /br/br, /ü/oo, /ü/oo

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating
Formulating questions
Observing picture details
Reacting to what is read
Recalling details, verifying answers
Valuing
Reading interpretively
Identifying story speakers
Reading orally
Discriminating between real and make-believe
Inferring feelings
Evaluating pictures
Making judgments
Identifying main idea
Listening to classify relevant and irrelevant items

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the next story. Ask someone in the group to read the title. Encourage the children to speculate on what the story might be about. Then ask them if there is anything they would like to know about this story. As the pupils pose their questions, develop a question box in the usual manner and then read the questions with the group.

Have the children find the number of the page on which the story begins and then turn to that page. Have them read the title and examine the illustrations. Discuss the illustrations with the pupils. "What is happening in this picture? Why is the little old man wearing a red hat and a red jacket?"

Record any further questions the group may pose at this time.

Let the children look at the pictures on the succeeding pages of the story and discuss the pictures briefly. "What other animals does the little old man meet in the woods? What is happening on page 42 of the story?"

Ask the pupils if they have any further questions they would like to ask about the story. Some examples of questions the pupils might ask are as follows:

Why does the little old man have a gun?

Why does the little old man want to shoot the rabbit?

Suggest that the children now read the story to find out the answers to their questions.

Developing Pupil Response

Have the group read the entire story silently. When the children have finished reading, ask them, "Did you like this story? Why or why not?" Give each child in the group an opportunity to express his or her reaction to the story. Elicit their reactions to the elements of rhyme and repetition used in the story.

Then refer the group to the question box and ask whether the questions can now be answered. Have the pupils tell the answers to the questions in their own words, and then direct them to verify their responses by reading aloud appropriate story lines.

Read the valuing questions on page 43 to the group and discuss them. Encourage the children to express their opinions freely and to give reasons for their answers.

Let the children read orally the parts of the story they liked best. After each reading the performance should be evaluated by the children. "How would you say it if you were the old man singing? How would you say it if you were the animal asking to be let go free?"

*Using the table
of contents*

Speculating

*Formulating
questions*

*Observing picture
details*

*Formulating
questions*

*Observing picture
details*

*Reading
Reacting to what
is read*

*Recalling details;
verifying answers*

Discussing

Reading interpretively

Identifying story
speakers

Reading orally

Discuss the reason why the word *next* is in capital letters on page 41.
Ask the children how many characters have speaking parts in the story. List them on the chalkboard as the children name them. Then let the children read the story taking the parts of the narrator, the little old man, and the various animals.

Synthesizing

Discriminating
between real
and make-believe
Making judgment
Inferring feelings

1. "Is this story real or make-believe? What parts of it could really happen? What parts of the story could not happen?"
2. "Did you like the little old man? Why or why not?"
3. "Why didn't the little old man shoot any of the animals he met in the woods? Was this a good reason?"
4. "Look again at the pictures in this story. Do you like the pictures? Why or why not? Which is your favorite picture? Why?"
5. "What other animal would give the little old man food every day that he wouldn't have to kill?"
6. "If the little old man had not met the hen, do you think he really would have killed the *next* animal he met? Why do you think as you do?"

Evaluating
pictures

Making
judgment

Developing Comprehension, Research, and Listening Skills

Identifying
main idea

Literal Comprehension. Ask the children to retell briefly what occurred in the story. Print the following sentences on the chalkboard and have the group read them.

The little old man met some animals in the woods.
The little old man wanted to shoot an animal for his supper.
The little old man got his supper without killing any animals.

Ask the children which of the sentences best sums up the main idea of the story. Let the pupils discuss until they reach a consensus.

Discriminating
between real
and make-
believe

Critical Comprehension. Recall with the children that some of the story events were make-believe and others could really happen. Tell the children to listen as you read some sentences. Ask them to decide whether each sentence tells of a make-believe or a real event. Have the children back up their responses with reasons.

- "A man wanted to shoot a deer for supper."
- "A rabbit wearing a tall black hat jumped down a hole in the ground."
- "A hen invited a little old man for supper."
- "A hen laid an egg for a man's supper."
- "A brown squirrel had three babies up in a tree."
- "An elephant rode a bicycle."
- "A hunter shot himself in the foot by accident."
- "A fox listened to a man singing a hunting song."

Listening to classify
relevant and
irrelevant items

Listening. "One day the little old man went for a walk in the woods again. He saw many different things. I am going to tell you a list of things. Every time I say a thing he could not have seen in the woods, put up your hand.

- | | | |
|------------------|-------------------------|----------------|
| a maple tree | a rusty tin can | a dew drop |
| an acorn | a blue jay | an ocean liner |
| an igloo | a pine cone | a toad |
| a chickadee | grass | a mosquito |
| a telephone | moss | a witch |
| an oak leaf | a tree branch | a butterfly |
| a fallen log | an orange ringamatoozle | a camel |
| a wildflower | a mushroom | a pink petunia |
| a chocolate cake | a moose track | |

If there is disagreement on any of the items, let the children support their answers with reasons.

INTEGRATIVE OPTIONS

Environmental
Studies: Science

Learning to Take Care of an Animal in the Classroom. Obtain an animal such as a mouse, rabbit, guinea pig, hamster, or gerbil as a visitor or permanent classroom pet.

Provide the children with an opportunity to observe the animal on a daily basis and take responsibility for its care.

When the pet is installed in the classroom with its cage, discuss with the children how it is to be treated and cared for. Make a co-operative chart of jobs which must be done such as giving food and water, and cleaning the cage. Assign these jobs to the pupils on a rotating basis. Discuss with the group whether or not the pet is to be taken out of the cage, how it is to be handled if you decide that it can be picked up, and that the children should treat the pet kindly.

Let the children observe the pet and come to some understanding of its nature and habits. As the children begin to notice the different aspects of the animal's behavior, be ready to discuss these with the group. Let the children record their observations in pictures and stories.

Making a Picture Collection. Encourage the children to bring in pictures and drawings of Canadian animals and animals around the world. Display the pictures on a bulletin board, identify, and label each animal. If the children are interested, have them do some research on the animals to answer specific questions which they set for themselves. Then they can give a short oral report on the animal to the group.

Finding Out About Animal Babies. All children respond to pictures and stories of animal babies. Show the group some pictures of different animal babies and discuss them. Help the children set research questions which they would like to have answered about animal babies. Your questions might resemble the following:

What are these animal babies called?

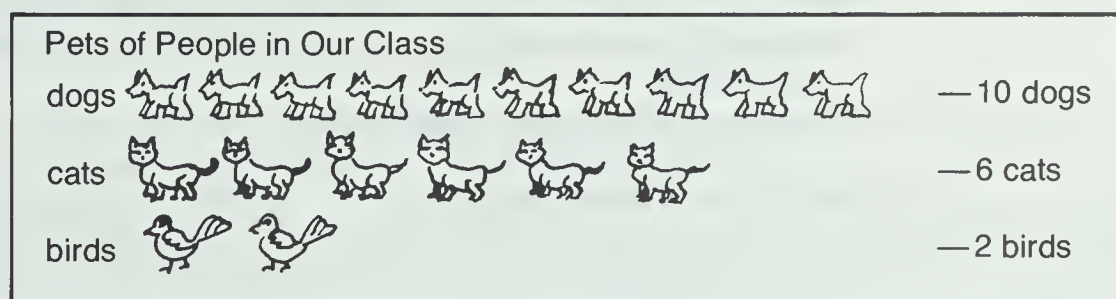
What food do they eat?

Have the children find the answers to their questions by looking in animal books at home and in the school library. Let the children work in pairs or individually to do their research and present their findings. They may make a picture, write a report, or give a talk to the group about the animal baby they researched.

Mathematics

Making a Picture Graph. Initiate a discussion with the group about the kinds of pets they have. Ask them to estimate the number and type of pets the other members of the class own. Then ask them how they could confirm their estimates. Lead them to the idea of polling the other children in the class about their pets.

Let the children decide how they will conduct their poll. Then help them organize their findings in the form of a picture graph somewhat like the one below:



Have the group discuss the results of the poll and check how close their original estimates were to the final totals they came up with.

Book Center

Story
Books

Arnosky, Jim. *I Was Born in a Tree and Raised by Bees*. G. P. Putnam's Sons.

Crinkleroot is a Foxy Grandpa who dispenses woodland lore in an entertaining way.

Crompton, Anne Eliot. *The Winter Life*. Atlantic (Little, Brown & Co.).

An Indian hunter finds an unusual "winter wife" in the form of a magic moose in this suspenseful tale.

Hacks, Peter. *The Bear at the Hunters' Ball*. Addison-Wesley.

Bear dresses as a hunter to attend the hunters' ball and the results are a laugh a minute.

Jeffers, Susan, adapted by. *Three Jovial Huntsmen, A Mother Goose Rhyme*. Bradbury.

Three myopic huntsmen spend all day in the woods surrounded by animals and see only a "sailing ship, a cheese, and a pin cushion."

Margolis, Richard J. *Homer and The Ghosts*. Collier Macmillan.

Homer shoots a rabbit, who plays dead and then pretends to be a ghost. Soon poor Homer has two more animal ghosts on his hands but he finds a clever way to solve his problem.

Film Center

Films

Conservation For Beginners. 10¹/₂ mins. Coronet 1768.

We Explore the Woodland. 10¹/₂ mins. Coronet 1064.

A Walk in the Woods. 5¹/₂ mins. Coronet 3486.

Learning From Pets in the Classroom. 15 mins. Journal Films.

DECODING SKILLS

Objectives

Recognizing and identifying words, using context clues; discriminating between words of similar configuration

Recognizing synonyms

Recognizing and identifying the phoneme-grapheme correspondence /z/s

Recognizing *cl, bl, gl*

* Recognizing and identifying the phoneme-grapheme correspondence /br/br

* Recognizing and identifying the phoneme-grapheme correspondence /ü/oo

* Recognizing and introducing the phoneme-grapheme correspondence /ü/ oo

Recognizing initial, medial, and final sounds in words

Recognizing phoneme-grapheme correspondences to print initial and final letters and consonant clusters

Recognizing and identifying verb endings *ed* and *ing*

Recognizing contractions

Recognizing and identifying words using *br* and graphemic bases

* Recognizing and identifying words, using graphemic bases *ood, ook, oon, oot*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

* *Introduction to new element*

Materials Needed

Sentence strips and word cards (See below)

A set of cards numbered 1-8 for each child.

Cards for *class, ask, has, because, as, was, raise, mass, cakes, hands, clowns, cars*

Duplicated worksheets (See below)

Cards for *book* and *moon* for each child

Lines on the board for chalkboard dictation, with *oo* printed in each printing area

Sheets of paper lined for printing, with *oo* printed in each printing space in three groups of four lines

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *old, very, lived, wood, shoot, babies, soon, duck, every*

Decodable Words: *man, gun, met, May*

Enrichment Words: *Blueberry, squirrel*

Recognizing
new words
using context
clues;
discriminating
between words
of similar
configuration

Make sentence strips for the following incomplete sentences and word cards for the words to be inserted.

He is an _____ man. old told
I go to school _____ day. every very
Let's make the house out of _____. wood good
Can you _____ a gun? shoot school
The _____ is on the lake. luck duck

Place the first sentence strip in the pocket chart. Ask a pupil to read it to the group.

Now, hold up the word cards for *old* and *told*. Have the pupils decide which word belongs in the sentence. Their reasons may be that the word "sounds right," or that it "makes sense."

Have a child come up and insert the word in the empty space. The group should read the completed sentence to ensure that the correct word was chosen.

Follow the same procedure for the rest of the sentences.

After all of the sentences have been completed, place the word cards on one side of the board. Randomly point to words, and have the group say them in unison. Follow in this fashion until all of the words have been said at least once.

Print the following words on the board.

little
big
woods
bag
pretty
as
every

Have the pupils study the words.

Now, ask for synonyms, or words that mean the same, for each of the listed words. As the suggested synonyms are given, print them beside the story words. Some suggestions might be: *little — small; big — large; woods — forest; bag — sack; pretty — beautiful; as — when; every — each.*

Phonemic Analysis

Print the following words on the board.

babies raised

Ask a pupil to read the first word. Then, have another pupil tell what sound is heard at the end of the word. They should recognize it as the /z/ sound.

Have the children read *raised* to themselves. If they think it also has the /z/ sound, they raise their right hands. If they don't think it has the /z/ sound, they raise their left hands. Check that everyone raises their right hands.

Have the letter that stands for the /z/ sound in each word identified, and recall that *s* sometimes stands for the /s/ sound as in *sit* and sometimes stands for the /z/ sound as in *raised*.

To help the children distinguish between the sounds *s* stands for, make up flash cards for these words: *class, ask, has, because, as, was, raise, mass, cakes, hands, clowns, cars.*

Flash the first card to the pupils. If it contains *s* standing for the /z/ sound, they raise their right hands. If it contains *s* standing for the /s/ sound, they remain still.

Have a child read each word after it has been flashed.

Follow in this manner until all words have been flashed.

Print the following words on the board.

clap black glad

Recognizing
and identifying
correspondence
/z/s

Recognizing
cl, bl, gl

Have a pupil read the words to the group.

Give a piece of chalk to another child. Have the pupil come up to the first word on the board and circle or underline the consonant cluster. Ask the rest of the group if they agree with the choice.

Do the same for the other two words.

To test the pupil's recognition of *cl*, *bl*, *gl*, distribute the following worksheet.

light	black	his	glad	right
clap	is	clean	as	class
to	blade	for	to	glass
need	glow	been	have	

Have the pupils look for words with *cl*, *bl*, and *gl*, and circle or underline the consonant clusters when they are found.

Say the following words to the group: *brown*, *bring*, *brought*, as the pupils listen for the beginning sounds in each word.

Ask the children if there is anything similar about the words. They should recognize that all three of the words begin with the same two sounds.

To reinforce auditory perception, say the following pairs of words to the pupils, as they listen for the initial sound or sounds in each pair.

bake	ban	band	bat	bay	bass
brake	bran	brand	brat	bray	brass

Elicit other words from the pupils that begin with *br*.

Print the following words on the board:

brown
bring

Have the pupils notice the *br* at the beginning of each word. Say each word, pointing to the *br* each time.

To check discrimination of *br*, print the following words on the board:

has
brave
is
too
brown
bright
live
have
brought
old
broke

Read each word, pointing to it as it is said. If the word contains *br*, the pupils raise their right hands. If the word doesn't contain *br*, they remain still.

Step 1: Hearing. (a) Say the following words: *book*, *look*, *good*, *wood*. Have the pupils observe that they sound alike in the middle. Elicit other words that have the same medial sound.

(b) Read sentences similar to the following and have the pupils listen for words with the same middle sound as in *book*.

I took a look at that book.
Mommy is a good cook.
Curt stood by the brook and fished with a hook and line.

(c) Say a number of words, some containing *oo* as in *book* and some not. Have the pupils distinguish which words have the same middle sound as *book*: *crook*, *wool*, *cup*; *hood*, *ball*, *shook*; *fill*, *brook*, *stood*.

Step 2: Saying. Say some word containing the /ü/ sound. Have the pupils say them after you, and check to make sure each child is producing the sound correctly.

Step 3: Seeing. Print the following words on the board in a column.

Recognizing
and identifying
correspondence
/br/br

Recognizing
and identifying
/ü/oo
Key Word:
book

book
look
good
wood

Ask the pupils to read the words and see if they notice something about them. Elicit that the words all have two o's in the middle. Have the words pronounced again, and help the pupils to realize that, in these words, the two o's go together to stand for the sound heard in the middle of *book*.

Recognizing
and identifying
correspondence
/ü/oo
Key word:
moon

Step 1: Hearing. (a) Say these words: *moon, shoot, zoo, soon*. Have the pupils observe that the words all sound alike in the middle. Elicit other words that have the same medial sound.

(b) Read sentences similar to the following and have the pupils listen for words with the same middle sound as *moon*.

We saw raccoons at the zoo.
I went home from school at noon.
Pat soon swept the room clean with a broom.

(c) Say a number of words, some containing oo as in *moon* and some not. Have the pupils distinguish which words have the same middle sound as *moon*: *shoot, fool, mule; zoom, road, too; took, boot, food*.

Step 2: Saying. Say the word *noon* as the pupils watch your mouth. Elicit that you form your lips into an o when you say *noon*. Say several other words with the /ü/ sound so that the pupils can see that the lips draw into an o whenever words with the sound heard in *noon* are said. Have the pupils pronounce words with the /ü/ sound and check to be sure each child is producing the sound correctly.

Step 3: Seeing. Print the following words on the board in a column, pronouncing each word as you print it.

moon
shoot
soon
school

The pupils will be surprised to discover that in these words the two o's go together to stand for the sound heard in the middle of *moon*. Explain to them that when they come upon an unfamiliar word with two o's in it in their reading, they should try both sounds, to see if one sound or the other produces a word they recognize.

Discriminating
between
/ü/and /ü/

To check discrimination of the two sounds represented by oo, place the following words on the chalkboard, saying each word as you print it.

look	spoon
boom	cool
foot	cook
root	book

Give each child a card with *book* on it and a card with *moon* on it. Point to each word on the board in turn. If the word contains the same middle sound as in *book*, they are to hold up their *book* cards. If the word contains the same middle sound as in *moon*, they are to hold up their *moon* cards.

If you feel that some pupils may need a chart for a while as a point of reference, draw a book on one side of the chart and print below it *book, good, took, look, wood*. Draw a moon on the other side of the chart and print below it *moon, raccoon, school, too, zoo, shoot, soon*.

Say the following groups of words as the pupils listen to note where in each word the designated sound is heard — at the beginning, in the middle, or at the end.

/br/ brown, embrace, bright, bring, unbroken
/ü/ wool, uncooked, good, looking, foot
/ü/ ooze, moo, tool, oodles, zoo

Listening
through words
for initial,
medial, and
final sounds

Taking
chalkboard
dictation:
listening
and printing

Prepare the lined board and sheets of paper lined for printing. (As one group works at the board, the others work at their desks or tables.) In the center of each printing space for the first

three groups, print *oo*. Tell the children that they are to listen to the word you dictate each time, decide what letters should go before and after the *oo*, and print them to form the words. The following sentences may be used to present the words.

Group 1

Please don't shoot me — shoot.
The moon was very bright last night — moon.
Did you remember to get dog food — food?
Let's swim in the pool — pool.

When the words have been printed, call upon individuals to read them. Then have the children at the board erase the letters they have printed, leaving the *oo* on each line for the next group.

Group 2

That was a good story — good.
I took my picture home — took.
Did you hurt your foot — foot?
The house shook when a truck went by — shook.

Have the words read and all the letters except the *oo*'s erased.

Group 3

Is that coat made of wool — wool?
We'll soon be home now — soon.
I like the monkeys at the zoo — zoo.
We had a picnic by the brook — brook.

Have the words read, and have all the letters erased, including the *oo*'s.

Group 4

Explain to the pupils that this time they are to print the first two letters of each dictated word.

Why is the sky blue — blue?
A four-leaf clover is magic — clover.
We're glad we came — glad.
The rocket blasted into space — blasted.

When the printing is finished, have the two letters in each cluster identified.

Structural Analysis

Reinforce the *ed* and *ing* verb endings by distributing the following worksheet.

Recognizing
and identifying
verb endings
ed and ing
(worksheet)

	+ ed	+ ing
move	_____	_____
share	_____	_____
miss	_____	_____
end	_____	_____
crash	_____	_____
live	_____	_____

The pupils add *ed* and *ing* to the verbs to make the words for the second and third columns. Remind them of the rule whereby they drop the final *e*.

Print the following words on the board.

we are we're

Ask a pupil if there is any difference in meaning between the first pair of words and *we're*. The pupil and the rest of the group should readily see that both mean the same thing.

Recall with the pupils what *contractions* are. Reinforce the concept by printing the following two lists of words on the board.

Recognizing
contractions

he is	I'll
we are	couldn't
could not	wouldn't
do not	let's
they are	don't
would not	they're
I will	he's
let us	we're

Call upon a pupil to come up to the board and point to the contractions for *he is* in the right-hand column. The pupil may read the word chosen. Ask the group if they agree with the choice.

Follow in this manner until every child has had at least one turn.

Review the words formed with the *br* by making a Word Wheel on the board as in the lesson plan for "I'm Moving."

Randomly pick pupils to come up to the board and point to an ending that would form a word when added to *br*. Print the word beside the wheel and have the pupil say it. Ask the rest of the group if they agree with the constructed word.

Follow this procedure until every child has had a chance to make at least one word.

Print the following pairs of words on the chalkboard and help the pupils to realize that new words can be made by changing the first letters of key words to *b/* or adding *b/* to the beginning of key words.

an	and	Pat	sick	take	say
bran	brand	brat	brick	brake	bray
night	class	joke	him		
bright	brass	broke	brim		

Recognizing
words, using
graphemic
bases
oon, ook,
oon, oot

To introduce graphemic bases *ood*, *ook*, *oon*, *oot*, print the following columns of words on the board. Working with each column in turn, have the words read, and the part that is the same in each word identified and underlined. Call upon pupils to use some of the words in sentences.

wood	took	soon	shoot
good	book	loon	boot
hood	cook	moon	hoot
	hook	noon	root
	look		toot
	nook		
	shook		

Reading
in context words
formed on
graphemic
bases

Place the following key words on the board and have them read: *bed*, *wood*, *took*, *an*, *take*, *soon*, *shoot*, *Pat*, *night*, *think*, *him*, *bud*, *joke*

Print the following sentences on the board:

This shed is made of wood.
He took my bran flakes
Soon we will go home.
Let's see you shoot the gun.
I took a good look at the moon.
Jan's hat has a bright pink brim.
I lost a boot in the mud.
Mr. Mugs shook the rat and broke its neck.

Randomly point to a sentence and have a pupil read it. Continue in this manner until every child has had a chance to read at least one sentence. Some sentences may need to be used more than once. If a pupil stumbles over a word, refer her or him to the key word involved.

Spelling words
formed on
graphemic
bases
ood, ook,
oon, oot

Spelling

Print the following key words on the board:

wood took soon shoot

Read each word, pointing to the base each time. Have the pupils realize what the graphemic bases are, then hand out lined sheets for dictation.

The pupils add the consonants that stand for the initial sounds to the bases to make the dictated words. These sentences could be used to present the words.

My jacket has a fur-lined hood — hood.

The moon is far away — moon.

Can you cook a pizza — cook?

Please toot on your horn — toot.

Recall the other way of remembering the spelling of words formed on graphemic bases. Ask the pupils to print *wood* on their papers and then print other words as you suggest the initial consonant each time.

wood good hood

Follow the same procedure with these sequences:

took book brook cook hook look shook

soon loon moon noon

shoot boot hoot root toot

Spelling
words:
every,
brown

Print these two words on the board:

every brown

Ask the pupils to copy each word five times on their worksheets. Remind them to check each word they print, to make sure that all the letters have been printed in the right order. Then have the words entered in the spelling notebooks.

Dictate the following words to the pupils. The following sentences could be used to present them.

I saw every train in the store — every.

That saddle is brown — brown.

LANGUAGE DEVELOPMENT

Objectives

Recognizing variation in sentence patterns

Recognizing and reading runover sentences

Recognizing and identifying uses of capitalization

Recognizing, identifying, and using irregular past tenses *had, took, went, met, saw, said, was, laid*

Recognizing and identifying alphabetic sequences: letters and words

Materials Needed

The readers

Chart paper

Sentence Awareness

Print the following sentences on the chalkboard and ask individuals to read them aloud as the others follow along.

I will read my book today.

Today I will read my book.

Elicit from the children that both sentences contain the same words, but that the word *today* appears in a different place in each sentence. Help the pupils understand that despite the

Recognizing
variation in
sentence patterns

difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

Mommy and Daddy were going fishing one day.
There was a Sharing Time in the class every day.
On Blueberry Hill lived a little old man.
Down the hill he went.
In the woods he met a brown squirrel.
When he got home he put the gun away.

Have the pupils read the sentence and then formulate a new sentence by rearranging the words. Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Give the children whatever guidance they need to formulate the sentences. They should soon be able to rearrange word order and formulate new sentences without help.

Continue in the same manner with the rest of the sentences on the chalkboard.

*Recognizing and
reading runover
sentences*

Have the children turn to page 38 in their readers and find the runover sentence in the first paragraph. Ask a volunteer to read it aloud, as the others listen to be sure he or she reads the sentence as a whole and does not pause or drop his or her voice at the end of the first or second line.

Have the pupils look through the story to find and read other runover sentences.

*Recognizing and
identifying uses
of capitalization*

Ask the pupils to turn again to page 38 in their readers and have them locate capitalized words. Elicit that capitalization occurs in the words that make up the title of the story; at the beginning of each sentence; at the beginning of each word in *Blueberry Hill*; and at the beginning of the word *May*.

Stress the fact that the names of places and the names of months of the year always begin with capital letters. Print the words *Blueberry Hill* and *May* on chart paper or on the chalkboard. Have the pupils suggest other names of places that are always capitalized and print the names under *Blueberry Hill*. Elicit names of places such as your school, town, province, and neighboring surveys. Then have the children suggest the names of other months of the year, beginning with the current month, and print these names under *May*.

At this point you may also wish to discuss and list other uses of capitalization that the children have learned, for example, names of people and pets, names of days of the week, names of holidays, names of streets, special words such as *TV* and *I*.

Verb Forms

*Recognizing,
identifying, and
using irregular
past tenses
had, took, went,
met, saw,
said, was, and laid*

To reinforce correct usage of irregular past tenses, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.

Take note that it is not necessary to cover all the verbs listed on the left at one time. The questions may be asked at two or three different times during the day or as the need arises. Also watch for any other verbs that the children misuse, for example, "brung," and use the question and answer procedure to help them become aware of the correct form.

"In the story, how many babies did the white rabbit have?"

"How many babies did the duck have?"

"What other animals in the story had babies?"

"The old man took his gun to the woods. What did you take with you when you went to the woods?"

"What did you take when you went on a picnic?"

"What did you take when you went on a hike?"

"Where did the old man go when he left Blueberry Hill?"

"Where did you go last night?" Have several pupils answer.

"Where did you go last week?"

"What animal did the old man meet first?"

"What animal did he meet next?"

"What did the old man see in the lake?"

“What did he see as he was going out of the woods?”
 “What did the old man say just before he met the hen?”
 “What did you say to Mike?”
 “What did the hen do when she got to the old man’s place?”
 “What did she do every day after that?”

Alphabet Skills

Recognizing and
 identifying
 alphabetic
 sequences:
 letters and words

Print the following exercise on the chalkboard.

m _ o	c _ e	t _ v	k _ m	g _ i	p _ r	v _ x	x _ z
_ b c	_ s t	_ m n	_ j k	_ c d	_ f g	_ p q	_ x y
f g _	j k _	m n _	r s _	x y _	a b _	o p _	u v _
_ very	_ met	_ duck	_ father	_ way			
_ wood	_ need	_ sad	_ could	_ brown			
_ old	_ anything	_ think	_ talk	_ every			

In the first part of the exercise, have the children take turns printing the missing letters in the blank spaces.

In the second part of the exercise, have the pupils establish the alphabetic sequence of the words and number them accordingly.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, and printing skills to produce personal writing;
 to produce Personal Journal entries.
 Reviewing printing of letters

Materials Needed

Lined sheets of paper
 Personal Journal notebooks

Developing Readiness for Creative Writing

Tell children that in writing stories about people and animals, they will often want to use words to describe how someone or something moved. Encourage them to think of interesting words to describe moving and develop a vocabulary chart.

Ways of Moving		
walk	come	shuffle
run	go	sneak
skip	dash	wander
jump	march	scamper
hop	tiptoe	swim
tumble	rush	crawl

Some children might enjoy writing stories about other animals the little old man could have met in the woods. Others might compose the rhyming answer another animal might have made. For example, a family of skunks might have made the reply:

“Oh, little old man, don’t shoot me,
 I have babies walking with me.”

At this time, provide each child with a notebook or booklet to use as a Personal Journal. In this journal the child may make personal jottings, stories, or pictures about events and experiences that are important to him or her.

Integrating
 speaking,
 writing, and
 reading
 relationships;
 making a
 vocabulary chart

Personal
 Writing

Personal
 Journal

Unlike the procedure pertaining to Personal Writing compositions, entries in the Personal Journal should not be marked or edited. Also the child may or may not choose to share the contents with others. Entries may be made first in the morning or afternoon, or at any time that is convenient.

It is important to inform the parents of the purpose of the Personal Journal. That is, it provides the child with an opportunity to express himself or herself freely in her or his own way. Parents should understand that in the journal there will probably be errors in spelling, punctuation, and sentence structure. However, through marking and editing of Personal Writing compositions and other written work, the child will be guided in the developing of writing skills, and the entries in the journal should improve accordingly.

After the completion of the Personal Writing activity suggested above, provide further writing time for those children who wish to make their first entries in their Personal Journals.

Printing

Following the procedure in the lesson plan for "The Giant Splash," review with the children the formation of the letters *d, D, l, L, k, K, t, T*.

Further practice pages are provided in the *Spirit Duplication Masters/Self-Help Activities*.

Reviewing
the printing
of d, D, l, L, k, K, t, T

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying the structure of contractions

Finding Fans

Objective

Recognizing and identifying the structure of contractions

Number of Players

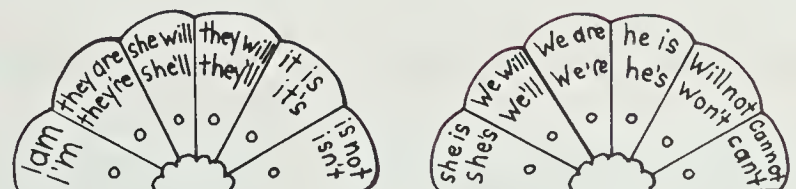
Two

Materials Needed

One fan for each player and a pipe cleaner as a pointer

Procedure

Each player holds a fan with the side containing both the long form and the contraction facing him or her so that the partner sees only the contractions on the other person's fan. Player A reads a long form from his or her fan, and asks Player B to find the corresponding contraction on Player A's fan. Player B then places the pointer to indicate the corresponding contraction and reads the word. Player B then reads a long form from his or her fan, and asks Player A to find the corresponding contraction. Player A places the pointer and reads the word.



Decoding Skills:
Structural Analysis

COMPREHENSION

Using the table of contents
Formulating questions
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
Reading interpretively
Reacting to the story
Evaluating the story title
Observing a change in the character's feelings
Discriminating between possible and impossible
Predicting outcomes
Using books to find out about early vehicles of flight
Summarizing a story

INTEGRATIVE OPTIONS

Visual Arts — illustrating the story; making a mural
Environmental Studies: Science — finding out about balloons
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondences /e/e, /ē/e-e, /ē/ee, /ē/ea, /ū/oo, /ü/oo
Recognizing *br* and consonant clusters with *l*
*Recognizing and identifying the phoneme-grapheme correspondence /gr/gr
Recognizing and identifying plural forms with *s* and *es*
Recognizing and identifying words using graphemic bases *ave*, *een*, *ush*
Noting stressed syllables in words
Spelling words using graphemic bases
Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying sentence patterns using connectives *and*, *but*
Recognizing and identifying words denoting sequence: *then*, *when*
Recognizing and identifying command sentences
Recognizing and identifying exclamations and exclamatory sentences
Noting similes
Recognizing and identifying use of commas, periods, exclamation points
Recognizing use of italics

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Reviewing printing of letters
Reviewing printing of a run-over sentence

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying the phoneme-grapheme correspondences /e/e, /ē/e-e, /ē/ea, /ē/ee

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters' feelings; about story situations
Evaluating story title
Observing a change in the character's feelings
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify the phoneme-grapheme correspondences /e/e, /ē/e-e, /ē/ee, /ē/ea, /ū/oo, /ü/oo, /gr/gr

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Formulating questions
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
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Evaluating the story title
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Discriminating between possible and impossible
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Summarizing a story

Developing Pupil Inquiry

*Using the table
of contents*

Ask the children to turn to the table of contents and find the title of the next story. If no one in the group can read the title, read it for the pupils.

Speculating

Encourage discussion of the title with questions such as "What is a helicopter? What do helicopters look like? What different kinds of balloons do you know about?" Let the children speculate on what they think the story will be about.

*Formulating
questions*

Ask the children if they have any questions they would like to ask about the story at this point. Record their questions in a question box.

*Observing picture
details; drawing
inferences*

Ask the pupils on what page the story begins. Have them turn to page 44, read the title, and examine the illustration. Discuss the illustration briefly with the group: "Where are Curt and Mr. Mugs in this picture? What are they doing? What do you think the big red balloon is for? What do you think the man with the big red balloon is saying?"

*Formulating
questions*

Let the children pose any further questions they have about the story. Your question box may look somewhat as follows:

What will happen with the helicopters and balloons?

Where is the big balloon going?

Who is going to ride in the big balloon?

Will Mr. Mugs ride in the big balloon?

"Let's read to find out more about what is happening and to see whether we can find answers to our questions."

Developing Pupil Response

*Reading
Recalling details*

Have the children read silently to the bottom of page 47. When they finish reading, ask two or three pupils to tell in their own words what they found out in their reading.

*Recalling details;
verifying answers*

Refer to the question box and if any questions can be answered at this time, have pupils give the answers and verify them by reading the appropriate story lines.

*Formulating
questions*

Ask the children if they have any questions they wish to add to the question box at this time. They may suggest such questions as "Will Mr. Mugs be saved? How will Mr. Mugs get down?"

"Read the next two pages to see if your ideas were right."

*Recalling details
Making judgment
Predicting*

Have the children read pages 48 and 49 silently and then tell what the people decided to do to help Mr. Mugs. "Was this the best idea? What do you think the police will do to help? (You could refer the children to the title to give them a hint about what will happen next.)

*Recalling details;
verifying answers
Observing picture
details*

Refer to the question box again and have the children answer and verify any questions that they can.

"Let's look at the pictures in the rest of the story to see what we can find out."

Inferring feelings

Have the children look at the illustrations on pages 50, 51, 52, and 53 and discuss the happenings briefly. "How do the police rescue Mr. Mugs? Were you right about what the police would do? How do Curt and Mr. mugs feel in the picture on page 52? What is happening on page 53?"

Reading

Then have the children read silently to the end of the story.

*Recalling details;
verifying answers*

When they finish reading, refer to the question box so that the children can check whether all the questions have been answered and what the answers are. Have them infer or speculate upon the answers to any questions that can not be answered in the story text or illustrations.

*Reading
interpretatively*

Have the children read page 44 to decide how the balloon man would call out about his balloon and let various children give their interpretation of his call.

Ask the children how they think Curt felt when Mr. Mugs got into the balloon. Have various pupils read his speech on page 46 as they think he would have said it.

Inferring feelings

Have page 49 read to decide how the balloon man felt and how the policewoman who answered the phone would feel. Call attention to the sentence near the bottom of page 48: "But the balloon man just ran around, this way and that, as if he had lost his head." "What is the author really telling us? What lines on page 49 also tell us that he was excited? How would the policewoman who answered the phone feel? Remember, she had no idea of what had happened when she picked up the receiver." Let various pairs of pupils act out the telephone call, striving to bring out the excitement of the balloon man and the puzzled feelings of the policewoman.

*Reading
interpretatively*

The children might enjoy reading the whole story again in dramatic fashion, with various children reading the parts of narrator, Curt, the balloon man, the policewoman, and the children.

Synthesizing

Reacting to story

1. "Did you like this story? If so, what did you like about it? Did you think that the story had a good ending? Why or why not?"

*Evaluating
the story title*

2. "Is 'Helicopters and Balloons' a good title for this story? Why? Make up another title for this story."

*Inferring
feelings*

3. "Why do you think that none of the children wanted to be first to ride in the balloon? Why did they want Mr. Mugs to ride in the balloon first?"

4. "Why didn't Curt want Mr. Mugs to ride in the balloon? If you were Curt, would you have felt the same way about your dog? Why or why not?"

*Observing
change of
feelings*

5. "What words would you use to describe Curt's feelings when Mr. Mugs got to the ground again? How do you think Mr. Mugs felt?"

Developing Comprehension, Research, and Listening Skills

*Recalling
story details*

Literal Comprehension. Print the following sentences on the chalkboard and have the pupils read them. Ask the children to identify which of the events listed did not happen in the story. Have a volunteer cross off the sentences the children decide do not belong in the list.

Curt, Pat, and Mr. Mugs went to see the big balloon at the shopping center.

Curt made Mr. Mugs take a ride in the balloon.

Mr. Mugs did not like riding in the balloon basket.

All the children laughed when they saw Mr. Mugs in the balloon.

The balloon stayed over the shopping center.

The basket came off the balloon and Mr. Mugs fell down.

The balloon man called the police to get Mr. Mugs.

Policemen in a helicopter helped Mr. Mugs.

Everyone hugged Mr. Mugs when he got back from his ride.

Solve any disagreements which may arise by having the children skim the text to check facts.

*Summarizing
the story*

Literal Comprehension. Print the following sentences on the chalkboard. Have the children read them and choose which one best summarizes the story.

A balloon man comes to the shopping center.

Curt and Mr. Mugs see a giant balloon.

Mr. Mugs goes up in a balloon and is saved by men in a helicopter.

*Discriminating
between possible
and impossible*

Critical Comprehension. Duplicate or write on the chalkboard the following sentences. Ask the pupils to read each sentence carefully and answer the question by printing Yes or No on the line after the sentence. Ask the children to be ready to support their answers with reasons.

1. Could a policeman help you if you were lost? _____
2. Could you get things to eat at a shopping center? _____
3. Could you go for a ride in a giant balloon? _____
4. Could you climb up a ladder to Mars and never come back? _____
5. Could you float on the water in a shopping basket? _____
6. Could Mr. Mugs ride on a dragonfly? _____
7. Could you fly over your town in a helicopter? _____
8. Could a squirrel eat nuts? _____

*Predicting
Outcomes*

Creative Comprehension. Do the following exercise orally. Tell the children to listen carefully to the situations you are going to describe. Ask them to choose which of the three outcomes you suggest will probably take place. Have them support their answers with reasons.

1. "Andy's new cat was always climbing trees. One day she climbed an especially high tree near Andy's house. But she couldn't get down and she started to cry."

"— So Andy's mother said, 'Andy climb up the tree and get your cat.'"

"— Andy waited for a while and then called the Humane Society to ask what to do."

"— Andy decided to forget about the cat and get a new one."

2. "Susie's dog Wimpy loved digging holes. One day he went into their neighbor's yard and dug a big hole in the middle of his flower bed. The neighbor, Mr. James, brought Wimpy back and angrily explained what happened."

"— Susie laughed and said, 'That Wimpy is the best digger around!'"

"— Susie thanked Mr. James for bringing Wimpy home."

"— Susie promised to keep Wimpy in her yard and offered to help Mr. James fix his flower bed."

*Using books to
find out about
early vehicles
of flight*

Research. Tell the children that the balloon was one of the first vehicles of flight. Have them look in books about flight and find pictures of other early vehicles. Let the children discuss the vehicles they find — what they looked like, or what it might be like to ride in them. The children might enjoy drawing pictures of the vehicles they find, labeling them, and making a bulletin board display.

INTEGRATIVE OPTIONS

*Visual
Arts*

Illustrating the Story. Let the children paint pictures illustrating their favorite parts of the story. When these are finished, display them on the bulletin board.

Making a Mural. One group might work together to paint a mural depicting the events of the story in sequence.

*Environmental
Studies: Social
Studies*

Finding Out About Balloons. Some children might be interested in doing research on this particular kind of balloon. The children could pose questions and you could write these on a chart as they are given. Then the children could get together in smaller groups, each group responsible for finding the answers to one or two questions in the encyclopedia or other resource material. Sample questions might be the following:

How does the balloon stay up?

Who invented the balloon?

When the information has been gathered let each group report on its findings.

Book Center

*Story
Books*

Asch, Frank. *Gia and the One Hundred Dollars Worth of Bubblegum*. McGraw-Hill.

Gia helps a dog who gives her \$100 which she spends on bubblegum. She and her friends blow so many bubbles that they are carried into the sky.

Park, Ruth. *The Gigantic Balloon*. Parents' Magazine Press.

Rival shopkeepers try to put one another out of business by inventing flashy advertisements.

Peter Thin volunteers to fly a balloon for his shopkeeper boss with humorous results.

Features Peter's dog, Belle.

Stern, Simon. *The Astonishing Adventures of Captain Ketchup, "Moon Trip."* Methuen.

Captain Ketchup meets Professor Snuffcup, and they go to the moon and back to earth in a balloon rocket. Told in comic book fashion.

Timmermans, Gommaar. *The Great Balloon Race*. Addison-Wesley.

Professor Aristotle Pilaster and his dog, Plato, enter the Great Balloon Race, from France to the Great Pyramid of Egypt and encounters many adventures during his trip.

Film Center

Films

Teddy Won't Eat. 10 mins. Marlin.

A Balloon Goes Up. 6 mins. Marlin.

The Little Dog's Adventures. 14 mins. Coronet 3089.

Teddy Bear's Balloon Trip. 13½ mins. Coronet 3093.

Busy Airport. 10 mins. Coronet 1448.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition, phonemic, structural, and rhyming clues

Recognizing and identifying the phoneme-grapheme correspondences /e/e, /ē/e-e, /ē/ee, /ē/ea

Recognizing and identifying the phoneme-grapheme correspondences /ü/oo, /ü/oo

Recognizing *br* and consonant clusters with *l*

*Recognizing and identifying the phoneme-grapheme correspondence /gr/gr

Recognizing phoneme-grapheme correspondences to print initial and final letters

Recognizing and identifying plural forms with *s* and *es*

Recognizing and identifying words, using *gr* and graphemic bases

*Recognizing and identifying words, using graphemic bases *ave*, *een*, *ush*

Noting stressed syllables in words

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-9 for each child

A Yes card and a No card for each child

Lines on the board for chalkboard dictation, with a dot in the middle of each printing space

Sheets of paper lined for printing, with a dot in the middle of each printing space

Sentence Strips (See below)

An *s* and an *es* card for each child

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *helicopters, balloons, shopping center, basket ground, anything, bobbing, from, police, heading, new*

Decodable Words: *rides, rope, seen, wasn't, which, someone, rushed, gave, hug*

Enrichment Words: *near, Lakeside Park, tied, never, hear, near, ever, dragonfly, ladder, tied*

Recognizing
and identifying
new words;
using context
clues

Print the following words on the board:

helicopters
basket
ground
bobbing
from
police
heading
new

Point to each word and read it to the group. Have them read the words with you a second time. Now, point randomly to the words and ask the pupils to identify them. Check for correct pronunciation.

Present the words in context to show meaning.

Print these incomplete sentences on the board:

I have a _____ of eggs.
The _____ was flying over our heads.
The children were _____ for home.
Let's ask the _____ to help us.
Mr. Mugs is running away _____ us!
The balloon came down to the _____ .
His head is _____ up and down in the water.
Is that a _____ coat?

Ask a child to read the first incomplete sentence. Have another child suggest a word from the list that might complete the sentence. Print the word on the line. Have a pupil read the newly completed sentence to see if it makes sense or not.

Follow in the same way for the other sentences. Checkmark the words as they are used.

Print the following words on the board:

1. shopping center
2. balloon
3. rope
4. wasn't
5. which
6. someone
7. rushed

Recognizing
and
identifying
new words
using
definition
clues

Point to each word and say it to the group. Have the children read the list a second time with you.

Give each child a set of cards numbered 1 to 9. Then, present the words using the following oral definition clues.

If you blow this up and tie it, it will float in the air. It has in it the sound you hear in the middle of *soon*.
There are many stores in this.
It begins with *wh* and rhymes with *rich*.
It is a contraction meaning "was not."
It is a strong, thick cord or string.
It is a compound word meaning "some person" or "somebody."
It means "hurried" or "went very fast."

Read the first definition clue. Ask the children to find in the list the word that is being talked about. Then, ask them to see what number is beside the word, and hold up the card with that number on it.

After the word has been chosen, ask a child to read it to the group.
Follow the same procedure for the other clues.

Phonemic Analysis

The children should be very familiar with the /e/e correspondence by now. Present this by printing the following words on the board.

set
get
men
send

Ask a pupil to read the list. Ask what vowel sound is heard in each word. The children should recognize it as the /e/.

Elicit other words with this vowel sound and list them on the board.

Now, present the long vowelised correspondences, /ē/e-e, /ē/ee, /ē/ea by printing these groups of words on the board:

here	seen	bean
these	feel	please

Have a pupil read the first group of words and tell what vowel sound is heard. Follow the same procedure for the other two groups.

Elicit other words with these correspondences and list them on the board.

Print the following words on the board:

wood shoot

Read the words to the pupils. Have them recall from the previous lesson the /ü/oo and /ü/oo correspondences.

Elicit other words with these features and list them on the board. Check for correct pronunciation.

Print these words on the board:

flag
play
slip
clean
black
brown

Have the pupils note the two letters at the beginning of each word, and realize that, with the exception of the *br* in *brown*, all the words begin with a consonant and /.

Say the following words: *ground*, *green*, *grey*, as the pupils listen for the beginning sounds in each word. Have them note that each word begins the same way.

To reinforce auditory perception, say the following pairs of words to the pupils, as they listen for the initial sound or sounds.

gay	gab	gas	go
gray	grab	grass	grow

Elicit more words with *gr* from the pupils.

Give each child a *Yes* and a *No* card. Read the following words to them. If they hear the sounds *g* and *r* stand for, they are to hold up their *Yes* cards. If they do not hear those sounds, they hold up their *No* cards.

flew	blue	gray	hit	great
slow	blow	blew	grow	
ground	clue	grew		

Print the following words on the board:

ground green

Point to the *gr* in each word as you say them. Tell them these letters often go together, much the same as the *br* in brown.

To help in recognition of *gr*, have the pupils take out their *Yes* and *No* cards again. In response to the following words printed on the board, they hold up *Yes* if they see *gr* in a word, and the *No* card if they do not. Point to the words at random.

green blew ground clip
blow great grow glow grew

Taking
chalkboard
dictation;
listening
and printing

Prepare the lined board, putting a dot in the middle of each printing space to show where the vowel or vowels should go. Prepare sheets of paper lined for printing in the same manner, putting dots in the middle of each printing space in four groups of four printing lines.

The following sentences may be used to present the words.

Group 1

Ask the pupils to print an *e* over each dot. They are then to print the beginning and ending letters to form the words you dictate.

The cut on my finger bled — bled.
I walked to school with Glen — Glen.
Curt fed Mr. Mugs his dinner — fed.
Jan met her friends in the park — met.

Ask the children at the board to erase their words.

Group 2

Have the pupils print *ea* over each dot.

Pat put on a clean dress — clean.
Mr. Mugs scratched a flea — flea.
Are you on the baseball team — team?
Maria will deal the cards — deal.

Have the pupils at the board erase their work.

Group 3

Have the pupils print *ee* over each dot.

I was stung by a bee — bee.
The grass is nice and green — green.
It is time to go to sleep — sleep.
Please don't feed the animals — feed.

Have the pupils at the board erase their work.

Group 4

Direct the pupils to print *oo* over each dot.

Can you toot that toy horn — toot?
Is your sweater wool or nylon — wool?
You scared me when you yelled "boo!" — "boo!"
Daddy likes to cook on the barbecue — cook.

Structural Analysis

Print the following words on the board:

hat dish

Recognizing
and identifying
plurals
s and es

Ask the children what should be done to make these words mean “more than one.” They should see that *s* is added to *hat* and *es* to *dish*.

Make sentence strips for the following sentences:

Our coat _____ are over there.
 How many balloon _____ do you have?
 Mommy got two box _____ of candy.
 Get some glass _____ for the pop.
 How many word _____ can you say?

Give each child an *s* and *es* card. In response to the sentence strips, have them come up and add *s* and *es* to make the designated word plural.

Recall words with initial *gr* orally with the children. Then review words formed with the *gr* by making a Word Wheel as in the lesson plan for “I’m Moving.”

Have a pupil come up to the wheel and construct a word by adding *gr* to one of the endings around the wheel. Print the new word on the board beside the wheel. Have the rest of the group decide whether a word was made or not.

Follow in this manner until every child has had at least one turn.

Print the following pairs of words on the chalkboard and help the pupils to realize that new words can be made by changing the first letters of key words to *gr* or adding *gr* to the beginning of key words.

made	and	say	meet	will	him
grade	grand	gray	greet	grill	grim
	time	in	tip	class	
	grime	grim	grip	grass	

To introduce graphemic bases *ave*, *een*, and *ush*, print the following columns of words on the board. Working with each column in turn, have the words read and the part that is the same in each word identified and underlined. Call upon pupils to use some of the words in sentences.

gave	seen	rush
brave	been	blush
cave	green	brush
pave	queen	flush
rave	sheen	gush
save		hush
shave		lush
slave		mush
wave		plush
		shush

Place the following key words on the board and have them read: *rush*, *boat*, *class*, *seen*, *gave*, *night*, *like*.

Print the following sentences on the board.

Brush the slush off your coat.
 Have you seen Pat blush?
 I gave you a bath, Mr. Mugs.
 Our grass is very green.
 We waved as the Queen went by.
 The brave dog rushed into the cave.
 I saved up for a bright green bike.

Point to the sentences randomly and have pupils read them. Check for correct pronunciation of the words. Proceed in this manner until every child has had a chance to read at least one sentence. If a child stumbles over a word, refer him or her to the key word involved.

Syllabication

At this stage (Level 4, Book 1) syllabication will be treated as an auditory-awareness-only activity. Actual seeing and printing of syllables comes later.

Recognizing
and identifying
words, using
gr and
graphemic
bases

Recognizing
words, using
graphemic
bases
ave, *een*,
ush

Reading in
context words
formed on
graphemic
bases

Noting peak
sounds (stressed
syllables) in
words

Say the following words to the pupils, putting the stress in each word where it naturally falls.

basket
ladder
balloon
police
puppet
paper
nearly

As you say the words a second time, ask the pupils what part is stressed (or, said with more force, harder).

Explain why stress in a word is important. To show what happens when stress is incorrectly used, say the words again, stressing the wrong syllable.

Have the children say the words with you. Check that correct stress is put where it is needed.

Spelling

Recall the bases *ave*, *een*, *ush* with the children.

Now, distribute lined paper for printing. To construct the dictated words, the pupils add the consonants that stand for the initial sounds to the bases.

These sentences could be used to present the words.

We gave a party — gave.
Have you seen the elephants — seen?
I have a rush now — rush.
Let's save that rusty old toy — save.
I've been on vacation — been.
Can you mush this up — mush?
Did you go into the cave — cave?

Recall another way of remembering the spelling of words. Have the pupils print *gave* on their papers and then print the following words as you suggest the initial letter or letters each time.

gave *brave* *cave* *pave* *rave* *save* *shave* *slave* *wave*

Follow the same procedure with *seen* and *rush*.

seen *been* *green* *queen* *sheen*
rush *blush* *brush* *flush* *gush* *hush* *lush* *mush* *plush* *shush* *slush*

Introduce the word *someone* as a compound word. Ask what two smaller words make up *someone*.

After this has been established, dictate the word to the pupils. This sentence could help in presenting it.

I know someone is out there — someone.

Have the word entered in the list of useful words in the spelling notebooks.

Print these words on the board:

balloon police

Let the children study the words for a few seconds. Then have them copy each word five times on their worksheets. Remind them to check carefully to be sure they have all the letters in the right order each time. Then have the words entered in the spelling notebooks.

Dictate the words to the group. These sentences could be used to present the words.

My balloon blew up — balloon!
The police saved Mr. Mugs — police.

If a pupil misspells a word, have it entered in the pupil's list of difficult words in his or her spelling notebook.

Spelling
words
formed
on
graphemic
bases
ave, een,
ush

Spelling
useful
word:
someone

Spelling
words:
balloon
police

Objectives

Recognizing and identifying sentence patterns using the connectives *and* and *but*
 Recognizing and identifying words denoting sequence: *then* and *when*
 Recognizing and identifying command sentences
 Recognizing and identifying exclamations and exclamatory sentences
 Noting similes
 Recognizing and identifying use of commas, periods, exclamation points
 Recognizing use of italics

Materials Needed

The readers

Cards for the following words: *balloons, ground, know, lake, rope, up, zoo, helicopters, never, from, went, please, climb, sick*

A set of cards for the letters a-k for each child in the group

Sentence Awareness

Recognizing and
 identifying
 sentence
 patterns using the
 connectives
 and and but

Print the following sentences on the chalkboard and ask the children to read them.

Curt went to see what was going on.

Mr. Mugs went to see what was going on.

"How can we say this in a shorter way and make what we want to say sound better?" Elicit that the word *and* can be used to join the two sentences into the sentence:

Curt and Mr. Mugs went to see what was going on.

Print the sentence on the chalkboard as it is given by the pupils, and have the children note the words that were omitted from the original two sentences.

Refer to the following sentences on the chalkboard and ask the children to read them.

They thought it would be fun to go flying in it.

They were afraid to go.

"How can we join these two sentences into one sentence with the word *but*?" Give the children whatever guidance is necessary to formulate the sentence:

They thought it would be fun to go flying in it, but they were afraid to go.

Have the pupils note that all the words from both sentences were used to formulate the new sentence.

Ask the children to turn to pages 44 and 46 of the reader story to find and read the sentences they developed.

Have the pupils look through the story to find and read other sentences in which the joining word *and* is used.

Recognizing and
 identifying words
 denoting sequence:
 then and when

Direct the pupils to turn to page 52 in their readers and read the second paragraph.

"You just read about two things that happened. Curt rushed up to Mr. Mugs and put his arms around his neck, and then all the children gave Mr. Mugs a big hug. Which happened first? Which happened second?"

"What word tells you that all the children gave Mr. Mugs a hug *after* Curt put his arms around Mr. Mugs' neck—that Curt put his arms around Mr. Mugs neck first, and all the children gave Mr. Mugs a hug afterward?"

"The word *then* often tells you in what order things happened. Now turn back to page 51 and read the second paragraph."

"You just read about some things that happened. Did the helicopter go to the shopping center

last or did the man climb back up the ladder last. What word tells you that the helicopter headed to the shopping center after the man climbed back up the ladder?"

"Now let's read the first sentence in this paragraph. The sentence tells about two things that happened. The helicopter got to the balloon and the children saw a man climb down a ladder. Which happened first? Which happened second?"

"What word helps us understand which happened first and which happened afterward?"

Have the pupils look through the story to find and read other sentences that contain the words *then* and *when*, denoting sequence of events.

Print the following sentences on the chalkboard and have the children read them.

Mr. Mugs had never seen a balloon so big.
Get out of there, Mr. Mugs!

Recall with the children that there is a special kind of sentence that tells, orders, or commands people to do something.

"Which of these sentences tells or orders Mr. Mugs to do something? What does it order him to do?"

Ask the pupils to give examples of other "ordering" or command sentences and print each one on the chalkboard as it is given by a child. It may be necessary to model one or two examples at first.

Have the pupils look through the reader story to find further examples of command sentences.

After the pupils have found and read several command sentences in the text, refer to the second sentence on the chalkboard and direct attention to the exclamation point.

"Why do you think there is an exclamation point at the end of this sentence? How do you think Curt felt as he was saying this to Mr. Mugs? Read the sentence the way you think it should be read."

Have the children find and read other exclamations in the text. Have them note the exclamation point in each case and encourage them to read as the punctuation tells them to read.

Have the pupils turn to page 51 in their texts and read the first paragraph.

"Who was first to see the helicopter coming? What did the helicopter look like to Curt?"

"What else do you think a helicopter looks like?" Have two or more pupils express their ideas about the appearance of a helicopter.

"What do you think a helicopter sounds like?"

"Let's think about what some other things look and sound like." Refer to the following sentences on the chalkboard and read them with the children.

The jumbo jet looked like _____.
The bulldozer looked like _____.
The bulldozer sounded like _____.
The astronaut looked like _____.
The astronaut moved like _____.
The firemen's hose looked like _____.

Have the pupils take turns composing similes to complete the sentences.

Punctuation and Graphics

Have the children turn to page 46 in their readers and direct attention to one of the sentences containing a comma. Have the pupils find the comma and recall that this punctuation mark tells readers to make a little pause, which helps them understand what they are reading. Ask a volunteer to read the sentence aloud, pausing slightly at the comma, while the others listen to find out whether the sentence is read correctly.

Have the pupils find and read other sentences that contain commas.

Refer to a specific statement in the story and have the children identify the period at the end of it. Recall that a period always comes at the end of a telling sentence and that when a reader sees this punctuation mark, he or she ends the sentence with a finished inflection of the voice and makes a longer pause than at a comma.

Recognizing and
identifying
command sentences

Recognizing and
identifying
exclamations and
exclamatory sentences

Noting
similes

Recognizing and
identifying use of
commas, periods

Refer to the following paragraph on the chalkboard and have the children read it.

There was a giant balloon at the shopping center Curt and Mr Mugs
went to see the balloon It was tied to the ground with a rope

Have the pupils take turns putting the periods in the proper places. Then ask one or more children to read the paragraph again, as the punctuation indicates.

Refer to the abbreviation *Mr.* in the paragraph and have the pupils recall that this is a short way of writing the word.

"You remembered to put the period at the end. What are some other words that we write in a short way that begin with a capital letter and end with a period?"

Elicit abbreviations such as Mrs., Dr., St., and Rd. and print them on the chalkboard as they are given by the pupils.

For a discussion of exclamation points in the text, see "Sentence Awareness."

Have the children turn back to page 49 and find the italicized words.

"What is different about the way these two lines are printed?"

"Why do you think the words are printed this way?"

"Read the lines for us in the way the printing tells you to read."

Recognizing use
of italics

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Reviewing printing of letters

Reviewing printing of a run-over sentence

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

The events of the story "Helicopters and Balloons" takes place at a shopping center. Ask children at what other places one can shop. Develop a vocabulary chart similar to the following.

Places to Shop	
Shopping Center	Bakery
Mall	Butcher Shop
Plaza	Hardware Store
Supermarket	Dry Cleaners
Department Store	Pet Shop
Market	Corner Store
Shoe Store	Downtown

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

This selection offers several possibilities for story writing. The children may wish to (a) tell the story from Mr. Mugs' point of view, (b) retell the story having Mr. Mugs rescued in a different way, (c) write about an imaginary balloon ride of their own. Have the children read their complete stories to the group or display them in the classroom.

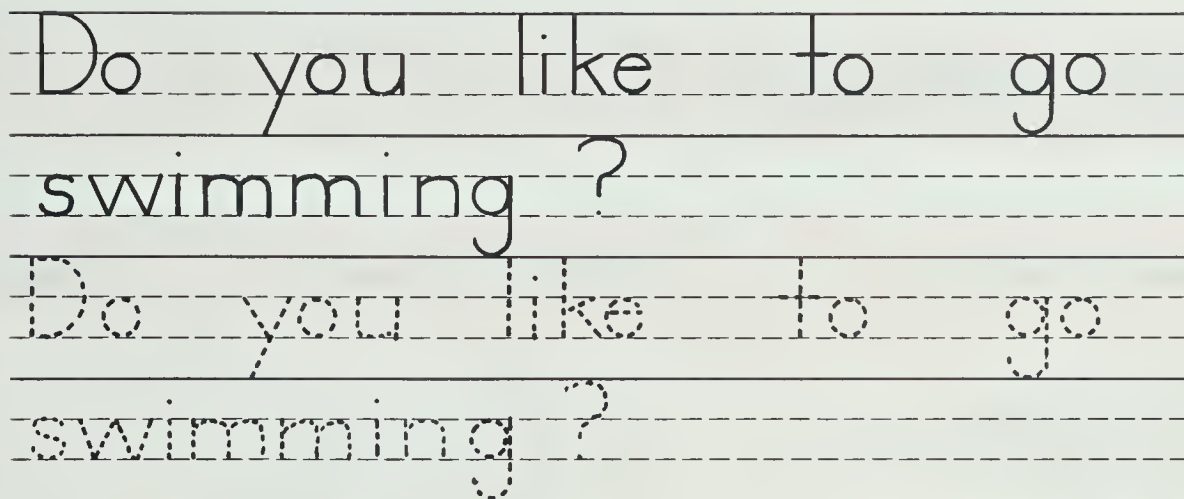
Personal
Writing

Printing

Following the procedure in the lesson plan for "The Giant Splash," review with the children the formation of the letters *b, B, p, P, s, S*.

To review the printing of a run-over sentence, put the following on the chalkboard.

Reviewing
the printing
of *b, B, p, P,*
s, S;
run-over
sentences



Have the children read the sentence and explain why there is a capital at the beginning of the sentence and a question mark at the end of the sentence. Tell them to look at the model carefully and then to watch you as you follow the dotted lines to print the sentence. Then have the children copy the sentence on their sheets of lined paper.

Further practice pages are provided in the *Spirit Duplication Masters/Self-Help Activities*.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Decoding
Skills:
Phonemic
Analysis

Recognizing and identifying the phoneme-grapheme correspondences /e/e, /ē/e-e/ē/ea, /ē/ee

Balloon Sellers

Objective

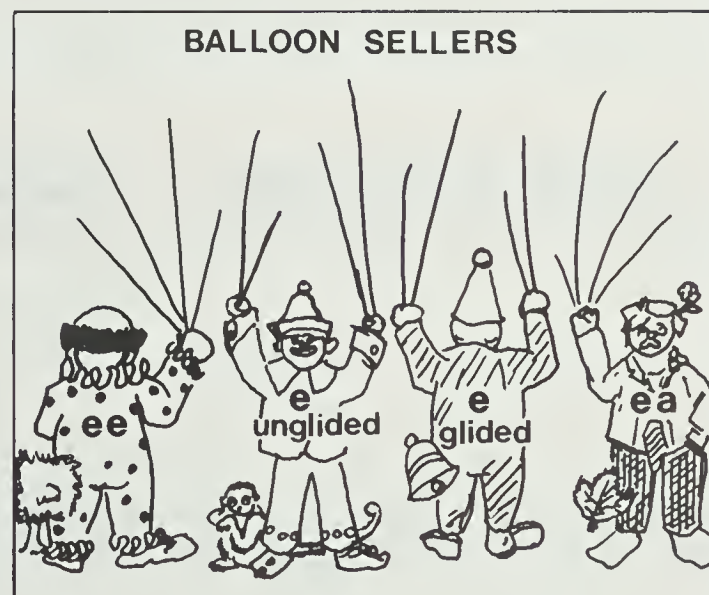
Recognizing and identifying the phoneme-grapheme correspondences /e/e, /ē/e-e/ē/ea, /ē/ee

Number of Players

One to Two

Materials Needed

One "Balloon Sellers" board
Balloon-shaped cards containing pictures and names of objects containing the above correspondences.



Procedure

Each player takes a picture/word card, reads the name of the object, and then places it on the correct balloon seller.

INQUIRY SKILLS

Recalling a story
Discussing helicopters
Developing purposes for reading
Formulating questions
Discussing details
Observing picture details
Discussing reference sources
Reviewing use of the data sheet
Answering the question: making
experience charts, murals, pictures,
or dramatizations
Reporting orally
Discussing projects
Valuing work done by helicopters

INTEGRATIVE OPTIONS

Environmental Studies: Social Studies —
finding information and reporting
Field Trip — visiting the airport
Visual Arts — making helicopter mobiles
Film — developing visual and auditory
senses

DECODING SKILLS

LANGUAGE DEVELOPMENT

WRITING

INDEPENDENT ACTIVITIES

ALTERNATIVE STRATEGIES

Literary Appreciation**

Listening**

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Recalling a story
 Discussing helicopters
 Developing purposes for reading
 Formulating questions
 Discussing details
 Observing picture details
 Discussing reference sources
 Reviewing use of the data sheet
 Answering the question: making experience charts, murals, pictures, or dramatizations
 Reporting orally
 Discussing projects
 Valuing work done by helicopters

Summary chart of Research Activities

Starting Point	Question	Collecting Information	Organizing Information	Presenting Information	Valuing
Discussing helicopters	What jobs can helicopters be used for?	Reading and discussing text selection; doing further research in reference sources	Answering the question, preparing pictures and charts and dramatizations	Reporting orally, making a display	Evaluating charts and pictures; appreciating the work done with helicopters

Starting Point

Recalling a story

Ask the children to find the title of the last story they read in the table of contents. Have them recall the role played by the helicopter in the story. "What job did the police do with the helicopter in the story 'Helicopters and Balloons'? What did you learn about helicopters in the story? Do you know how they work?" Let the children refer to the illustrations in the story "Helicopters and Balloons" when discussing these questions.

*Discussing helicopters
Developing purposes for reading*

Police rescue work is only one of many ways that helicopters can be used. Ask the children if they know of any other ways helicopters are used. The pupils will probably draw on things they have seen on TV and in newspapers for their answers. Let the children discuss what they know.

Question

Formulating question

Ask the children what they would like to find out by reading the text selection and help them formulate a question as a basis for their research. The question might be worded as follows:

What jobs can helicopters be used for?

Write the question on the chalkboard and have the pupils read it.

Collecting Information

Ask the children on what page the selection begins and then have them turn to page 54 and look at the pictures. Review with the group the value of looking at pictures as a way to collect information.

*Discussing details
Observing picture details*

Read the text on page 54 to the group. After reading each paragraph, allow the children to discuss the idea presented and relate the text to the illustrations of helicopters on these pages.

Then have the children examine each helicopter illustration separately and determine exactly what job the helicopter is doing. You could lead the discussion with questions such as "Where is

the helicopter traveling? What are the people in and around the helicopter doing? What special equipment does this helicopter have?" As you discuss each picture, read the paragraph at the bottom of the page that relates to it for the children.

Then read the question posed at the bottom of page 55. Ask the children how they can find the answer to the question. They will probably suggest doing research in books in the library.

*Discussing
reference
sources*

Before the children go off to the library to do their research, discuss with them the kinds of books they could look at to find the answer to their question. Elicit that they should look at encyclopedias and books about flight, aviation, and transportation as well as books exclusively about helicopters.

*Reviewing
use of the data
sheet*

Ask the pupils what they think they should do to record the information they find. Elicit that they should record their findings on a data sheet folded into sections. In each section they will record in pictures and words one use of the helicopter.

Then have the pupils do their research in reference books. Give the children any help they need in finding and organizing their facts.

Organizing Information

When the children have finished their research, refer to the research question posed earlier. Have the children discuss the answer to their question using the reader selection and their data sheets to give information and verify their answers.

Decide with the group what kind of record the pupils can make with the information they found. Some possibilities are listed below.

1. Make illustrated experience charts listing the information they collected (with your help if it is needed).

2. Make a cooperative mural showing helicopters doing various jobs on land and at sea and label the parts of the mural.

3. Make pictures of helicopters doing jobs and write several sentences below telling what is happening in the picture.

4. Prepare a dramatization of jobs a helicopter does using model helicopters and figures brought from home.

Help the children with their written records by referring them to the text selection or helping them to look up the words in reference books. Encourage them to write the information in their own words rather than copying from a reference source.

*Answering the
question:
making experience
charts, murals,
pictures, or
dramatizations*

Presenting Information

Have the children take turns using their dramatizations, experience charts, pictures, or murals to give oral reports describing the results of their research. If some children worked together on a chart or mural, have one member of the sub-group report to the group or class.

Help the children plan and prepare a display of their work along with any relevant photos, models, or reference books they may wish to include.

Valuing

Discuss these questions with the group:

What did you like best about the work you did?

What would you do differently in this project if you had a chance?

Did you feel you learned a lot by doing this project?

What important work do helicopters do?

Reporting orally

*Discussing
projects*

*Valuing work
done by helicopters*

INTEGRATIVE OPTIONS

*Environmental
Studies:
Social
Studies*

Finding Information and Reporting. If the children have other questions about helicopters, they could do further research to answer these questions. Have the children formulate and record their questions to use as the basis for research. They may ask questions such as

How are helicopters different from airplanes?

What makes a helicopter go up?
How fast can a helicopter go?
How high can a helicopter go?
What did the first helicopter look like?

Instruct the children to use encyclopedias, library books, magazines, and any available filmstrips when doing the research. The children could work individually or in pairs or groups and answer one or more questions.

When the children have completed their research, have them report orally on their findings. Then have them organize their information into written reports.



Field Trip

Visit to Airport. Explore the possibilities of visiting an airport to see some helicopters at close range — on the ground, taking off, flying, and landing. Such an excursion would involve many activities: writing a letter to the official at the airport, planning transportation, what to look for, questions to ask; writing to thank the airport official. Let the children help with the planning of the trip as much as possible.

When the group returns to the classroom, the children can make records of their trip with pictures, charts, or oral reports.

Visual Arts

Helicopter Mobiles. Have the children make mobiles of helicopters and display them around the classroom. These could be of several different types:

1. heavy paper cut out in the shape of a helicopter with details drawn or painted on both sides
2. helicopter models built of small cardboard boxes and tubes and then painted
3. stuffed paper helicopters built by cutting out two helicopter shapes, stapling them together on one side, stuffing with tissue paper, and then stapling the other side closed

The completed mobiles would be hung individually on strings or made into balanced mobiles using sticks.

Film Center

Film

Billy's Helicopter Ride. 10 $\frac{1}{2}$ mins. Coronet, 1372.

COMPREHENSION	INTEGRATIVE OPTIONS	DECODING SKILLS
<p>Using the table of contents</p> <p>Setting purposes for reading</p> <p>Formulating questions; speculating</p> <p>Observing picture details</p> <p>Comparing story versions</p> <p>Recalling details; verifying answers</p> <p>Inferring feelings; drawing inferences</p> <p>Reading interpretively</p> <p>Valuing</p> <p>Describing a character</p> <p>Applying story ideas to personal experiences</p> <p>Following directions</p> <p>Identifying and solving problems</p> <p>Identifying and solving problems</p>	<p>Environmental Studies: Social Studies — visiting a train station</p> <p>Modeling — making toy trains using clay dough</p> <p>Books — reading independently</p> <p>Film — developing visual and auditory senses</p>	<p>Recognizing and identifying words</p> <p>Observing special words</p> <p>Recognizing and identifying antonyms</p> <p>Recognizing and identifying <i>br</i>, <i>gr</i>, and consonant clusters with <i>l</i></p> <p>*Recognizing and identifying phoneme-grapheme correspondences /tr/tr, /cr/cr</p> <p>Recognizing and identifying verbs dropping final e before <i>ed</i>, <i>ing</i></p> <p>Recognizing and identifying contractions</p> <p>*Recognizing and identifying words using graphemic bases <i>ain</i>, <i>ide</i></p> <p>Spelling words using graphemic bases</p> <p>Observing the spelling of useful words, of spelling words</p>
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
<p>Recognizing and identifying word order</p> <p>Developing noun and verb awareness</p> <p>Recognizing and identifying compound and complex sentence patterns using connectives <i>and</i>, <i>because</i></p> <p>Recognizing and identifying complete sentences; matching sentence beginnings and endings</p> <p>Recognizing and identifying use of periods and question marks; discriminating between statements and questions</p> <p>Recognizing and identifying pronouns and their antecedents</p> <p>Recognizing and identifying abbreviations</p> <p>Recognizing and identifying alphabetic sequences: letters</p>	<p>Integrating speaking, writing, reading relationships; building vocabulary chart</p> <p>Applying comprehension, decoding, language, printing skills to produce personal writing</p> <p>Reviewing printing of letters</p>	<p>See the <i>Mr. Mugs Book</i></p> <p>See the <i>Spirit Duplication Masters / Self-Help Activities</i></p>
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
<p>Recognizing and identifying phoneme-grapheme correspondences /fl/fl, /sl/sl, /pl/pl, /cl/cl, /bl/bl, /gl/gl</p> <p>Recognizing and identifying consonant clusters <i>gr</i>, <i>cr</i>, <i>fl</i>, <i>pl</i></p>	<p>Relating picture and story</p> <p>Comparing story versions</p> <p>Drawing inferences about story characters' feelings; about story situations</p> <p>Valuing story ideas</p> <p>Describing a character</p> <p>Applying story ideas to personal experiences</p> <p>Reading supplementary books</p>	<p>Listening attentively in discussions</p> <p>Listening to identify the phoneme-grapheme correspondences /tr/tr, /cr/cr</p>

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
 Setting purposes for reading
 Formulating questions
 Speculating
 Observing picture details
 Comparing story versions
 Recalling details; verifying answers
 Inferring feelings; drawing inferences
 Reading interpretively
 Valuing
 Describing a character
 Applying story ideas to personal experiences
 Following directions
 Identifying and solving problems

Developing Pupil Inquiry

Using the table of contents

Have the children turn to the table of contents and find the title of the story. If no one can read the title, read it for the group. Some children may remember hearing the story during the chart stage of Level One; others may have had it read to them at home. This is not a drawback; the children will be thrilled to think that they have now progressed far enough in reading to read for themselves stories that previously had to be read to them. Ask the children who have heard the story not to spoil it for the others. Their purpose for reading will be to see if this version is exactly like the versions they have heard or how it differs. They should think about these questions as they are reading the story: "How is this story the same as the one you heard before? How is it different?"

Setting purposes for reading

*Speculating
Formulating questions*

Let the other children who are unfamiliar with the story speculate on what it will be about. Have the children pose questions they would like to ask about the story and record their questions in a question box.

Observing picture details

Ask the children on which page the story begins and then have them turn to page 56 and look at the illustration. Discuss the illustration with them. "What is happening in the picture? What is the name of the car pulling the train? What is the last car of the train called?"

Formulating questions

Let the children look at the illustrations on the succeeding pages of the story. Discuss with them briefly the happenings on these pages.

Ask the pupils whether there are any other questions they would like to have answered in the story. Below are some examples of questions the children might ask.

What could the little engine do?
 Where is the train going?
 Why did the wheels fall off the engine?
 Why is the big yellow engine angry?

Direct the children to read the story to find the answers to their questions.

Developing Pupil Response

Reading

Have the children read the entire story silently. (With less able readers it may be necessary to guide the reading two pages at a time.)

Reacting to what is read

When the children finish reading, ask "Did you like this story? Why or why not? How did you feel at the end of the story? Why?"

Comparing story versions

Let those children who knew the story tell how this version compared with the version they had heard before. Ask which version they prefer and have them give reasons for their preference.

Recalling details;
verifying answers

Refer the other children to the questions. Have them answer the questions in their own words and then verify the answer by reading pertinent lines of text. Have the children check off the questions as they are answered and verified.

Ask the children to reread the story silently to note how the various characters were feeling throughout. When they have finished, discuss the emotions with the children, the despair and sadness of the old engine, the disappointment of the toys, the encouragement of the clown, and the haughtiness of the diesel and freight engines.

Reading
interpretively

After the discussion, have the story read orally, each child striving to express with his voice the emotions of the characters in his section of the story.

Synthesizing

Recalling details;
inferring feelings

1. "How did the children in the town feel at the beginning of the story? Why? How do you think they felt at the end of the story? Why do you think so?"

Recalling
details

2. "Whom did the clown ask to pull the train of toys? Why didn't these engines want to pull the little train?"

Valuing

3. "What do you think of the way the diesel engine and the freight engine acted? How might they have been a little more thoughtful to the little train?"

Describing a
character
Valuing

4. "What words would you use to describe the little engine?"

5. "What lessons can you learn from the story of the little engine?"

Developing Comprehension, Research, and Listening Skills

Recalling
details

Literal Comprehension. Print the sentences below on the chalkboard. Have the children read the sentences and choose the ending that correctly completes each sentence. Have a member of the group underline the ending chosen.

1. The children in the little town were sad because the town was not pretty.
they had no toys.
it was winter.

2. The toys were sad when they were put on the train.
they went up a big hill.
the wheels fell off the old old engine.

3. The toy clown asked the toy man to come to get the toys again.
other engines to pull the little train.
the old old engine to put on its wheels.

Following
directions

Literal Comprehension. Duplicate copies of the following activity and distribute them to the pupils. Have the children read the directions and draw the picture described in them. If some children have difficulty reading the directions, help them decode the problem words. Tell the children to read all of the directions over carefully before beginning the drawing so that they can plan it.

1. Make a train with an engine and 5 cars.
2. Make the engine and the last car red.
3. Make the other cars blue.
4. Make a clown sitting in the engine.
5. Make the train be going up a big hill.

Identifying and
solving
problems

Creative Thinking. Do the following exercise orally. Encourage the children to discuss one another's answers.

1. "Jamie was doing a report on trains for her class, so she went to the library to get some books on trains. She put the books in her bicycle carrier and rode home. When she got home, she noticed that one of the library books was gone."

"What is the problem here?"

"How do you think Jamie might solve her problem?"

2. "Tom saw two little boys playing on the railroad tracks. In the distance around a hill Tom could see a freight train coming."

"What is the problem here?"

"How will Tom solve the problem?"

3. "Ann and Marie are late leaving for school. If they take a short cut over the train tracks they will still get to school on time. They don't see any trains coming, but a sign by the tracks says: Danger — No Trespassing!"

"What is the problem here?"

"How will Ann and Maria solve the problem?"

INTEGRATIVE OPTIONS

Environmental
Studies: Social
Studies

Visiting a Train Station. If possible, arrange for the group to visit a nearby train station. Have the children prepare a list of questions about trains and train stations they would like their field trip to answer. They can then use these questions as the basis for the talks they have with the people who work at the station and the observations they make during their visit.

After the field trip, help the pupils write a cooperative story chart about the visit. They could also paint pictures to illustrate the chart story.

Modeling

Making Toy Trains Using Clay Dough. Have the children make a model of the train in the story with clay dough.

You will need to prepare the dough ahead of time for the group. Mix 125 ml of salt and 250 ml of flour in a bowl. Add water a little at a time, squeezing the dough with your hands until it is smooth. About 80 ml of water should be enough. If the dough gets crumbly, wet your hands with a little water. If the dough gets too wet, sprinkle it with flour and squeeze. Store the dough in a plastic bag until the children are ready to use it. This will give you enough dough for a small train.

When the model or models are complete and dry, the children can paint them.

Book Center

Story
Books

Olson, Ib Spang. *Little Locomotive*. Coward, McCann, and Geohegan.

The exploits of a small runaway locomotive.

Film Center

Film

The Little Engine That Could. 10 mins. Coronet 1510.

DECODING SKILLS

Objectives

Recognizing and identifying words, using context clues

Observing special words

Recognizing and identifying words by sight and sound; defining words

Recognizing and identifying antonyms

Recognizing and identifying *br*, *gr*, and consonant clusters with *l*

*Recognizing and identifying the phoneme-grapheme correspondences /tr/tr, /cr/cr

Recognizing and identifying phoneme-grapheme correspondences to print consonant clusters

Recognizing and identifying verbs dropping final e before *ed* and *ing*

Recognizing and identifying contractions

Recognizing and identifying words using *tr* and *cr* and graphemic bases

*Recognizing and identifying words, using graphemic bases *ain* and *ide*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-8 for each pupil
Duplicated worksheets (See below)
A Yes card and a No card for each pupil
Lines on the board for chalkboard dictation
Sheets of paper lined for printing
Spelling notebooks

Word Meaning

New Words: *engine, town, trains, pull, clowns, cars, crash, crying, many, diesel, stop, freight*

Decodable Words: *wheels, side*

Recognizing
and
identifying
new words;
context
clues

Print the following words on the board: *town, train, clowns, car, crash, crying, many, stop*.
Read each word to the group, pointing to the words as they are said. Have the children read the words a second time with you. Check for correct pronunciation.
Print the following incomplete sentences on the board.

We went to the station to meet the _____ .
We laughed at the funny _____ .
There lived in a pretty little _____ .
There were _____ in the town.
Why are you _____ ?
Curt likes to ride in Grandpa's _____ .
We were afraid we would _____ into that train.
You may _____ working now.

Have a pupil read the first sentence. Then, have another pupil suggest a word from the list that could be used to complete the sentence. Print this word on the blank line.
After the word has been chosen, move on to the rest of the sentences and follow the same procedure.

Looking
at
special
words;
engine,
pull,
diesel,
freight

Print the special words on the board: *engine pull diesel freight*
Point to each word and read it to the group. They will have probably heard of all of these words (with the possible exception of *freight*) and should know their meanings.
Elicit definitions from the pupils. They could be simple, and should be given in the child's own words. For example, an *engine* could be "part of a train" or "something that makes another thing work." Accept any definition that is within reason.
Freight should be explained as things or articles that are carried by trains or trucks. Also, explain this is where the term *freight train* comes from; a "train that pulls freight."
Point out that these words are all spelled differently from the way you would expect, and remind the children that they should try to remember them so that they will recognize them when they come upon them in their reading.

As a final review of the new vocabulary, print all of the new words on the board.

engine
town
trains
pull
clowns
cars
crash
crying
many
diesel
stop
freight

Recognizing
and identifying
words by sight

Point to the words in random order and have children identify them. Meanings of the words could be asked for at this time. Continue until every child has identified at least one word.

Print the following words on the board. Give each pupil a set of cards numbered 1-8.

1. stop
2. crying
3. gave
4. new
5. from
6. sad
7. give
8. with

Explain to the pupils that you are going to say a number of words. When you say a word, the pupils are to find on the board a word that has the opposite meaning. When the word is located, they are to note the number beside it and hold up the card with that number on it.

When an antonym is identified, print the original word beside it. When all the antonyms have been located, call upon pupils to read the two words of opposite meaning and have some of the word pairs used in sentences to show opposite meaning.

The antonyms to be used are:

old
take
go
without
laughing
to
happy
took

Phonemic Analysis

Have the pupils recall the various consonant clusters they have studied over the last lessons. To help them, print the following on the board.

fl sl pl cl bl gl br gr

Have them also recall the variety of words that has been created using these letter combinations. Elicit some of these words from the pupils.

To review the recognition of the consonant clusters, present the following exercise.

Say the following words to the group: *train, tree, trip*. Have the pupils note that the words all begin with the same two sounds and have the letters that stand for these sounds identified — *tr*.

Elicit other words that begin in this way and have the pupils say the words as a group.

To strengthen auditory perception, say the following pairs of words as the pupils listen for the initial sound or sounds.

tack	tam	tap	tick	tip
track	tram	trap	trick	trip

Follow the same procedure in introducing initial *cr*, using such words as *crash, cry, cream*. Have the pupils listen for the initial sounds in these pairs of words:

cop	cash	cook	cave
crop	crash	crook	crave

Check auditory discrimination by saying some words beginning with *tr* and *cr*, and some beginning with other letters. When the children hear a word beginning with *tr*, they raise their right hands. If they hear a word beginning with *cr*, they raise their left hands. If they hear a word that begins with any other sound or sounds, they shake their heads.

Use words such as: *train, cake, crane, troop, tea, create, flip, brought, trot, his, crow*

Print the following words on the board:

train	crash
trip	crush
tree	cry

Have a pupil read the first list. Ask what two letters appear at the beginning of each word. The children should readily identify the letters as *tr*.

Follow the same procedure for the second list.

To help in the recognition of *tr* and *cr*, give each child *Yes* and *No* cards.

Now, print the following words on the board:

train	cake	run	crew	
true	tie	crept	save	cat
top	trip	crumb	cold	

Point to the words in random order. If the word begins with *tr* and *cr*, they hold up their *Yes* cards. If any other word is pointed out, they hold up their *No* cards.

Prepare the lined chalkboard and lined sheets of paper for dictation.

In response to the dictated words, the pupils print the letters that stand for the sounds they hear at the beginning of the word. These sentences could be used to present the words.

*Taking
chalkboard
dictation;
listening
and
printing*

Group 1

I have a green hat and coat — green.
When will the train come — train?
This color is very bright — bright.
Can your baby sister crawl — crawl?

Group 2

We shall create a new house — create.
How do you like my group — group?
Swing on this branch — branch.
How tall is that tree — tree?

Group 3

I'll trade this for an alley — trade.
I think you grow every day — grow.
Look how big that crowd is — crowd!
This is a brown car — brown.

Group 4

Yes, I enjoyed my trip — trip.
Do you like ice cream — cream?
I brought the milk — brought.
Let's grab a cookie — grab.

Structural Analysis

Print the following word on the board:

bake

Now, print beside it these words:

baked

baking

Ask the children if anything special had to be done before you added *ed* and *ing* to *bake*. They should remember the rule of dropping the final *e* before adding *ed* or *ing*.

To help the pupils reinforce this concept, distribute the following worksheet.

make + ing	_____
have + ing	_____
give + ing	_____
live + ed	_____
move + ed	_____

*Recognizing
and identifying
verbs dropping
final e before
ed and ing
(worksheet)*

love + ed	_____
move + ing	_____
live + ing	_____

To complete the sheet, the pupils will have to remember to drop the final e before adding *ed* and *ing* to the verbs.

Recognizing
and identifying
contractions

Print the following sentences on the board:

She is coming.
She's coming.

Have a pupil read both sentences. Now, ask the group if there is any difference in meaning of the two sentences. The pupils should readily see there is no difference.

Recall with the group what contractions are. Remind them that contractions are used to put two words together in a short form.

To help reinforce understanding of contractions, put the following pairs of sentences on the board:

We will go away.	We are ready.
_____ go away.	_____ ready.
I have a big car.	I will not do this.
_____ a big car.	I _____ do this.

Point to the first pair of sentences. Read them to the group.

Now, ask a pupil what word should go in the blank space in the second sentence. The response should be *We'll*. Ask the pupils to spell it. As they do, print it on the blank line.

Follow this procedure for the other pairs of sentences.

Recall consonant clusters *tr* and *cr* with the pupils.

To help reinforce *tr* and *cr*, make two *Word Wheels* on the board as in the lesson plan for "I'm Moving."

Have a pupil come up to the *tr* wheel and construct a word by adding an ending. Print the word on the board. Ask the group if an actual word was formed. If it was a word, pick another pupil to try the wheel.

Follow in this manner until everyone has had at least one turn. Then, follow the same procedure for the *cr* wheel.

Print the following pairs of words on the board and help the pupils to realize that new words can be made by changing the first letters of key words to *tr* or *cr*, or by adding *tr* or *cr* to the beginning of key words.

back	am	best	time	top	just
crack	cram	crest	crime	crop	crust
back	made	am	cap	say	meat
track	trade	tram	trap	tray	treat
sick	him	tip	not	jump	just
trick	trim	trip	trot	trump	trust

To introduce graphemic bases *ain* and *ide*, place the words below on the chalkboard. Working with each column in turn, have the words read and the part that is the same in all the words identified and underlined.

train	ride
brain	bride
chain	glide
gain	hide
grain	side
main	slide
pain	tide
plain	wide
rain	
vain	

Recognizing
and identifying
words using
graphemic
bases
ain ide

Place the following key words on the board and have them read: *train, back, class, tide, took, splash, mice*

Print the following sentences on the board:

A train runs on tracks.
There's a crack in that glass.
Where is the main street?
Can we go for a ride?
I have a pain in my side.
Did the crook hide the cash in the trash?
Will it rain today?
We like to slide on the ice.

Point to them randomly and have pupils read them out loud. Follow in this manner until everyone has had a chance to read at least one sentence. If a pupil stumbles over a word, refer her or him to the key word involved.

Spelling

Have the children recall the bases *ain* and *ide*. Print two words using these bases on the board:

train side

Pass out lined paper for dictation. Dictate the following words. These sentences may help in presenting the words.

I like the roller coaster ride — ride.
Let's play in the rain — rain.
Want to play "hide and seek" — hide?
This is the main course — main.

Recall the other way of remembering the spelling of words having the same graphemic bases. Ask the pupils to print *train* on their worksheets and then print the following words as you indicate the initial consonant or consonants each time.

train brain chain gain grain main pain plain rain vain

Follow the same procedure starting with the word *ride*.

ride bride glide hide side slide tide wide

Print these words on the board:

pull give

Point out that these words are not spelled as you would expect from the way they sound. Call attention to the *u* in *pull* standing for the sound in *took*, and the *i* in *give* standing for unglided /i/ even though the word ends in *e*.

Let the pupils study the words, then cover one of the words and ask a pupil to spell that word orally. Then, do the same for the other.

Erase the words and dictate them to the group. These sentences could be used to present the words.

Help me pull the rope — pull.
May I give this to you — give?

Have the words entered in the list of useful words in the spelling notebooks.

Print the following words on the board:

wheels
clowns
engine

Let the pupils study the words. Then ask the children to print each word five times on their worksheets. Remind them to check to be sure they have all the letters in a word each time in correct order.

Reading
in context
words formed
on graphemic
bases

Spelling
words
formed on
graphemic
bases ain,
ide

Spelling
useful
words,
pull,
give

Spelling
the spelling
words:
wheels, clowns
engine

Have the words entered on the correct alphabetic pages of their spelling notebooks.
Dictate the following words, using these sentences to present them.

My engine is broken — engine.

How many wheels does this truck have — wheels?

The clowns are always funny — clowns.

If a child misspells a word, have the word entered in the child's list of difficult words in his or her spelling notebook. Remind the children to review the words in their lists frequently.

LANGUAGE DEVELOPMENT

Objectives

Recognizing the importance of word order in sentences; recognizing and identifying correct word order

Developing noun and verb awareness

Recognizing and identifying compound and complex sentence patterns using the connectives *and* and *because*

Recognizing and identifying complete sentences; matching sentence beginnings and endings

Recognizing and identifying use of periods and question marks; discriminating between statements and questions; recognizing use of capitalization in the text

Recognizing and identifying pronouns and their antecedents

Recognizing and identifying abbreviations

Recognizing and identifying alphabetic sequences (letters)

Materials Needed

Word cards (See below)

A period card and a question mark card for each child in the group

The readers

Sentence strips (See below)

Sentence Awareness

Arrange the following word cards in the pocket chart in this order:

rushed down hill engine little the The

Ask a pupil to read the words aloud. "Does this sentence make sense? Why not?"

"Let's put the words in the right order. Which word should come first? Which word should come second?" etc.

As the pupils give you the words, move the cards down to the next pocket to form:

The little engine rushed down the hill

Have the sentence read and ask the pupils whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card and have the sentence read once more.

Continue in the same manner to have the pupils indicate the correct word order for the following:

had time no Big for toys engines
balloons tops rockets There and jets were

Print the following sentences on the chalkboard.

Curt shouted.

Mr. Mugs jumped.

The children laughed.

The toys cried.

*Recognizing the
importance of word
order in sentences*

*Developing
noun and verb
awareness;
subject and
predicate awareness*

Recognizing and
identifying
compound and
complex sentence
patterns using the
connectives and
and because

Have the children read the five sentences and then direct attention to the first sentence.

“What word in this sentence tells us the name of someone?” Have a child underline the word *Curt* with colored chalk.

“What word in this sentence tells us what Curt did?” Have another child underline the word *shouted* with chalk of a different color.

Continue in the same manner with the rest of the sentences.

Print the following sentences on the chalkboard and ask the children to read them.

The mothers didn't like to see the children look so sad.

The fathers didn't like to see the children look so sad.

“How can we say this in a shorter way and make what we want to say sound better by joining the two sentences into one sentence with the word *and*?”

Give the children whatever guidance is necessary to formulate the sentence:

The mothers and fathers didn't like to see the children look so sad.

Print the sentence on the chalkboard as it is given by the pupils and have them note the words that were omitted from the original two sentences. Then have the pupils turn to page 56 of the reader story to find and read the sentence they developed.

Print these sentences on the chalkboard and have the children read them.

He pulled. He pulled. He pulled.

Elicit from the group that this is an uninteresting way for a writer to say what she wants to say. Suggest that the children use the word *and* to join the three sentences into one sentence, and print the resulting sentence on the chalkboard. (He pulled and pulled and pulled.)

Have the children turn to page 62 of the reader story to find and read the sentence they formulated. Elicit that the sentence tells readers that the engine pulled the cars for a long time with all its strength.

Print the following sentences on the chalkboard and ask the children to read them.

Now all of the children were sad.

For a long time no toys had come to the town.

Explain to the children that they can understand the meaning of the two sentences better if they join them into one sentence with the word *because*. Help the pupils develop one sentence from the two above sentences using the joining word *because*. Print the new sentence on the chalkboard. Elicit that the first part of the sentence—the part that comes *before* the word *because*—tells something about the children—that they were sad. The second part of the sentence—the part that comes *after* the word *because*—tells the reason why the children were sad.

Ask the pupils to turn to page 56 of the reader story to find and read the sentence they developed. Have them note the joining word *because*. Then have the children look through the story to find and read other sentences in which the joining words *and* and *because* are used.

Place the following exercise on the chalkboard, or print the sentence beginnings on paper strips and place them on the left side of the pocket chart and print the sentence endings on paper strips and place them on the right side of the pocket chart.

- | | |
|-----------------------------|---------------------------|
| 1. The children were sad | came up to the toys. |
| 2. The wheels | because they had no toys. |
| 3. Soon a big diesel engine | freight train for help. |
| 4. The toy clown asked the | and pulled. |
| 5. The little engine pulled | fell off the engine. |

Have the children read aloud the sentence beginnings and endings. Then have them draw lines from the sentence beginnings to the most suitable sentence endings, or match the beginnings and endings in the pocket chart.

Recognizing and
identifying
complete sentences;
matching sentence
beginnings and
endings

Recognizing and
identifying use of
periods and
question marks;
discriminating
between statements
and questions

Punctuation and Graphics

Have the children turn to page 59 and find the sentences ending with question marks.

Discuss the reason for the use of the question marks and then have the children read the questions in the way the punctuation tells them to read.

Have the children find and read other questions in the story.

Refer to a specific statement in the story and establish the reason for the use of the period. Have a child read the sentence in the way the period indicates.

Ask the pupils to find and read two or three other telling sentences in the story.

Recognizing and
identifying
pronouns and their
antecedents

Pronouns and Antecedents

Ask the children to turn to page 56 in their readers and have them read the first two sentences. Direct the pupils' attention to the pronoun *It* at the beginning of the second sentence. With the group, establish that *It* replaces the word *town* in the first sentence. Continue in the same manner with the following pronouns:

Page 57, paragraph 2, sentence 3, the pronoun *they*

Page 58, line 8, the pronoun *them*

Page 58, last paragraph, the pronoun *us*

Page 59, line 9, the pronoun *I*

page 60, last line, the pronoun *us*

Page 61, line 4, the pronoun *you*

Page 61, line 5, the pronoun *We*

After the above pronouns have been located, and the antecedents established, have the children find the same pronouns in other parts of the story and identify their antecedents.

Recognizing and
identifying
abbreviations

Abbreviations

On the chalkboard, print some abbreviations and names that the pupils know well, such as *Mr. Mugs*, *Mrs. Little*, the names of teachers in the school, etc. Recall with the pupils that *Mr.* and *Mrs.* are short ways of writing the longer words, they begin with capital letters because they are parts of names, and they always end with a period. Have the children note that the short form *Miss* begins with a capital letter because it is part of a name, but it does not end with a period.

Ask the children to turn to page 59 in their readers to find an abbreviation in the text. When the children have located the name *Mr. Diesel Engine*, print these words on the chalkboard with the other names and abbreviations.

Encourage the children to suggest other abbreviations they have seen in stories, on charts, on envelopes, etc. and list them on the chalkboard with those previously named. The list should include *Dr.*, *St.*, *Ave.*, *Rd.*, *Can.*, days of the week, names of months, the name of your province. Say each abbreviation as you print it and elicit from the pupils why a capital letter and a period are used in each one.

Keep the list of abbreviations on the chalkboard until after the next lesson.

Alphabet Skills

Call upon individual pupils to name in order the letters that come between b and e; g and j; b and f; g and k; n and r; w and z; etc.

Print the following exercise on the chalkboard and have the children take turns printing the missing letters in the blank spaces.

l _ _ n c _ _ e p _ _ s t _ _ w w _ _ z h _ _ l r _ _ v a _ _ f

Recognizing and
identifying
alphabetic sequences
(letters)

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Reviewing printing of letters

Materials Needed

Lined sheets of paper
Personal Word Books

Developing Readiness for Creative Writing

Develop a vocabulary chart similar to the following.

<u>Parts of a Train</u>	
engine	caboose
coach	dining car
baggage car	sleeping car
dome car	freight car

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

Personal writing is an individual's response to

- a reader selection,
- a topic discussed while making vocabulary charts,
- a classroom event,
- a home event,
- films, filmstrips, picture books, television programs,
- a story read by the teacher.

Developing
personal
writing

The children should be given time to write several times a week. They may do this activity at a scheduled time, or they may turn to it during their spare time when they have finished an assigned activity. It is important that the teacher encourage the children to write and to experience success, especially in relation to initial attempts.

By this time children will be able to use a simple dictionary to assist them in their personal writing. In addition, the children might be helped by keeping a Personal Word Book. A book such as *My First Dictionary* or an alphabetized workbook will serve this purpose.

When a child needs help with a word he or she may

- find it in his/her Personal Word Book,
- find it in the vocabulary charts,
- find it in books around the room,
- find it on wall charts,
- find it in another child's dictionary

All these sources should be considered by the child before approaching the teacher for help.

If the teacher is not involved with a group, the child may bring a blank word ticket to the desk and have the teacher print the word on it. If the teacher is not available at the time when the child needs the word, then he or she should try to print the word independently. Even if the initial consonant is all the child can manage at this time, he or she can print it and go on with the rest of the sentence. When the teacher is available to give the correct spelling, the rest of the word can be completed. The word that caused the difficulty should be entered into the child's Personal Word Book.

Personal writing should be corrected by the teacher, using whatever method is comfortable for the teacher and the children.

Writing should very often be coupled with painting or drawing a picture. Often it will be kept for a record of progress, either in a folder or re-written into a special writing book. Dating the material will indicate progress in relation to time.

Some children might like to write stories pretending to be the little engine, or one of the toys. They may wish to retell the reader story from their chosen point of view, or tell what happened later.

Personal
Writing

Printing

Following the procedure in the lesson plan for "The Giant Splash," review with the children the formation of the letters *f, F, h, H, g, G, j, J*. Further practice pages are provided in the *Spirit Duplication Masters / Self-Help Activities*.

Reviewing
the printing
f, F, h, H, g,
G, j, J

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying phoneme-grapheme correspondences /fl/**fl**, /sl/**sl**, /pl/**pl**, /cl/**cl**, /bl/**bl**, /gl/**gl**

Recognizing and identifying consonant clusters *gr*, *cr*, *fl*, *pl*

Pull the Train!

Objective

*Decoding Skills:
Phonemic
Analysis*

Recognizing and identifying phoneme-correspondences /fl/**fl**, /sl/**sl**, /pl/**pl**, /cl/**cl**, /bl/**bl**, /gl/**gl**

Number of Players

One

Materials Needed

A "train" made of small milk cartons joined by pipe cleaners; each "box car" labelled with one of the above consonant clusters

A set of cards with pictures of objects whose names begin with the above consonant clusters; some cards with pictures whose names do not begin with the above consonant clusters.

Procedure

The child picks a card, says the name of the pictured object, identifies the beginning consonant cluster, and then places the card in the correct box car. Cards with pictures whose names do not begin with the above consonant clusters should be put to one side.

Grow-a-Word

Objective

*Decoding Skills:
Phonemic Analysis*

Recognizing and identifying consonant clusters *gr*, *cr*, *fl*, *pl*

Number of Players





















One

Materials

A "Grow-a-Word" board covered in acetate or clear plastic film

Procedure

The child completes each set of lines by writing words beginning with the consonant cluster that appears in the first word.

Grow-a-Word	
   ground  	_____
 crop 	_____
 flower 	_____
 plant 	_____
        	

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Drawing inferences
Discriminating between real and make-believe
Recalling details; verifying answers
Reading interpretively
Expressing opinions and making judgments
Recognizing, identifying, producing sequence
Recognizing cause-and-effect relationships
Identifying main and supporting characters
Noting an author's technique

INTEGRATIVE OPTIONS

Drama — dramatizing the story
Environmental Studies: Science — observing birds in nature
Visual Arts — making a bird display
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondences /o/o, /ô/o-e, /ô/oa
*Recognizing and identifying phoneme-grapheme correspondences /fr/fr, /pr/pr
Recognizing and identifying possessive forms with 's
*Recognizing and identifying verb ending es
*Recognizing and identifying words using graphemic bases oss, ine
Noting peak sounds in two-syllable words
Spelling words using graphemic bases
Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Recognizing variation in sentence patterns
Recognizing and identifying tag phrases, direct speech, quotation marks
Recognizing and identifying sequence words
Recognizing and identifying exclamatory and command sentences
Recognizing and identifying exclamation point, abbreviations, italics, capitalization, the dash
Recognizing, identifying, using irregular past tenses *flew, sat, gave, did, told, came, had, went, said, had seen, have seen*
Recognizing and identifying pronouns
Recognizing and identifying homonyms
Producing alphabetic sequence: words

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Reviewing printing of letters

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying spelling words

Literary Appreciation**

Relating picture and story
Drawing inferences about story situation
Identifying main and supporting characters
Noting an author's technique
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /o/o, /ô/o-e, /ô/oa, /fr/fr, /pr/pr
Listening to note peak sounds in two-syllable words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating
Formulating questions
Observing picture details
Drawing inferences
Discriminating between real and make-believe
Recalling details; verifying answers
Reading interpretively
Expressing opinions and making judgments
Recognizing, identifying, and producing sequence
Recognizing cause-and-effect relationships
Identifying main and supporting characters
Noting an author's technique

Developing Pupil Inquiry

*Using the table
of contents*

Have the pupils find the title of the story in the table of contents and ask a volunteer to read it aloud as the others read it silently.

Speculating

Let the children speculate briefly on what they think the story will be about. "Who do you think Janey's Boss might be?"

*Formulating
questions*

"What questions would you like to have answered as you read this story?"

*Observing
picture details;
drawing inferences*

Have the pupils tell the number of the page on which the story begins, and then turn to that page. Have them read the title and examine the illustration. "What is happening in the picture? What do you think the crow is like? Why do you think so? What might the girl in the picture be thinking?"

*Formulating
questions*

Ask the children to look at the pictures on the succeeding pages of the story and discuss the happenings briefly.

Ask the pupils whether there are any other questions they would like to ask. The children might pose such questions as:

Who is Janey's Boss?
Is the crow Janey's pet?

After the questions have been posed and read, suggest that the children read the story to see what answers they can find.

Developing Pupil Response

*Reading
Discriminating
between real and
make-believe
Recalling details;
verifying answers*

Have the children read the story silently. After they finish reading, you might say, "Did Boss the crow do any things in the story that surprised you? Is this story true or make-believe? Why do you think as you do?"

Ask the pupils whether they found the answers to their questions and have them tell the answers in their own words. Direct the children to verify their responses by reading aloud the story lines that give answers to their questions or by referring to specific picture details. Have the children check off the questions as they are answered.

*Reading
interpretively*

Let each child choose a partner and they can take turns reading the story to each other. Encourage the children to read the speaking parts of the story as the characters would say them.

Synthesizing

*Recalling details
Expressing opinions
Recalling details*

1. "How did Boss get to be Janey's pet?"
2. "How did Boss get his name? Why was this a good name for him?"
3. "What things did Boss do to make people angry at him?"

Making judgments

*Drawing inferences;
predicting*

4. "Have you ever seen any birds that could talk? If so, what kinds of birds were they?"
5. "Do you think that a crow could really save a little boy's life? Why do you think so? Have you heard other stories about animals saving people? If so, tell about them."
6. "Why do you think Boss flew away with the other crows? Do you think that he ever came back to Janey? Why or why not?"

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Print the sentences below on the chalkboard and have the children read them. Have different students come to the chalkboard and put a sentence in the order in which it occurred in the story.

- (2) Boss got into trouble with Janey's family.
- (5) Boss helped save the little boy.
- (3) Janey tried to teach Boss to "Stop that!"
- (1) One day Boss, the crow, came to stay with Janey.
- (6) One day Boss flew away with some other crows.
- (4) Boss played tricks on the mailman by saying, "Stop that!"

*Recognizing
cause and effect
relationships*

Literal Comprehension. Explain to the children that sometimes because one event takes place, another event happens as a result. To reinforce this concept, ask the children to finish the following sentences orally in different ways, giving a result for the event you tell about.

There was a heavy snowfall . . .

Nancy got a bad cold . . .

Allen helped his mother do the dishes . . .

Have the children read the sentences below which you have printed on the chalkboard. Ask them to match orally the results on the right with the events that caused them on the left. Have different pupils come to the chalkboard and draw a line to match cause and effect relationships in the sentences.

Boss liked Janey

Boss was hungry

Boss wanted to play

Boss pulled the clothespins off

Boss got into trouble

Boss played tricks on the
mailman

Boss said, "Stop that!" out loud
over and over

Boss flew away with some wild
crows

—so Janey missed him and was sad.

—so the clean white clothes
fell to the ground.

—so he stayed around her all the time.

—so the mailman got angry.

—so he took Mr. Fisher's supper.

—so Mrs. Fisher came out and
got the baby from the road.

—so Janey tried to teach
him to listen.

—so he took the toys he
wanted.

*Identifying main and
supporting characters*

Critical Comprehension. Ask the children to list all the characters in the story. They may need to skim through the story to do so. Then ask the children to divide the characters into main characters (the most important characters in the story) and supporting characters (less important characters in the story).

Main Characters:

Boss

Janey

Supporting Characters:

Mrs. Fisher

Mr. Fisher

Dick

the mailman

the baby

*Noting an author's
technique*

Critical Comprehension. Ask the children what things the author had Boss do in the story that made him seem like a person. List the children's responses on the chalkboard. The children may need to skim through the story to check if their list is complete.

Boss chose Janey for his "pet."
 Boss wanted to be with Janey all the time.
 Boss took food and toys that he wanted.
 Boss took the clothes off the line.
 He learned to say, "Stop that!"
 Boss helped save the baby.
 Boss got mad when everyone made a fuss over him.

INTEGRATIVE OPTIONS

Drama

Dramatizing the Story. The children might enjoy dramatizing various scenes in the story — Boss pulling the clothes off the line and Mrs. Fisher's reaction, Boss saving the baby and everyone fussing over him. This may be done spontaneously as creative dramatics, or it may be a planned and rehearsed production.

Environmental Studies: Science

Observing Birds in Nature. Take the group on an outing to a park or conservation area to observe the land and water birds there. Have the children take along bread and/or grains to feed pigeons or ducks if these will be encountered on the outing.

Help the children to identify the birds you see. Discuss questions the children may have about the birds or record the questions for research when you return to the classroom. Encourage the children to observe the appearance, movements, and behavior of the birds they see.

When the children return to the classroom they may wish to record their experiences through stories, charts, or pictures. They may also want to do further research on the birds they saw.

Visual Arts

Making a Bird Display. Have the children draw pictures of the birds they researched. Make a bulletin board display of a big tree and have the children put their birds in the branches. They may also make bushes and ponds as settings for their birds.

Book Center

Story Books

Livmore, Elaine. *Lost and Found*. Houghton Mifflin.

A puzzle-observation book about a bird who filches something from everyone who sits on a certain bench in the park.

Ness, Evaline, selected and illustrated by. *Amelia Mixed the Mustard, and Other Poems*. Charles Scribner's Sons.

Lively poetry collection starring girls.

Film Center

Films

Birds: How We Identify them. 10¹/₂ mins. Coronet 1120.

Le Merle. 4 mins. NFB.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying new words, using context clues; discriminating between words of similar configuration

Recognizing and identifying new words, using definition, phonemic, structural, and rhyming clues

Recognizing and identifying the phoneme-grapheme correspondences /o/o, /ō/o-e, /ō/oa

* Recognizing and identifying the phoneme-grapheme correspondences fr/fr, pr/pr

Recognizing and identifying phoneme-grapheme correspondences to print consonant clusters

- Recognizing and identifying possessive forms with 's
- * Recognizing and identifying verb ending es
- Recognizing and identifying words, using *fr* and *pr* and graphemic bases
- * Recognizing and identifying words, using graphemic bases *oss* and *ine*
- Noting peak sounds in two-syllable words
- Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words
- Observing the spelling of useful words
- Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

- Sentence strips and word cards (See below)
- A set of cards numbered 1-8 for each pupil
- Duplicated worksheets (See below)
- Flash cards for *from, take, prod, come, prize, froze, as, him, prove, frighten, prim, prop*
- Lines on the chalkboard for chalkboard dictation
- Sheets of paper lined for printing
- Sentence strips (See below)
- A 's card for each pupil
- Sheets of paper lined for printing spelling words
- Spelling notebooks

Word Meaning

New Words: *Janey Fisher, Boss, Crow, sky, true, morning, flew, pest, yelled, brother, upset, learn, mailman, putting, magazines, door*

Decodable Words: *by, beside, why, well, feel, line, such, night, much*

Enrichment Words: *hungry, Dick, puzzle, piece, most, clothes, clothespins, heard, happened, scold, fuss, ever*

Print the following words on the board:

crow
sky
morning
yelled
mailman

Say each word to the pupils, pointing to each as it is said. Have the pupils repeat the words with you a second time.

Now, starting at the top of the list, ask the pupils to give possible definitions for each word. Their meanings may be simple, and should be in their own words. For example, crow could be described as a "big black bird."

Help the children formulate definitions for each word.

Make sentence strips for the following incomplete sentences and word cards for the words to be considered.

Is this a _____ story? true blue
A helicopter _____ over our house. new flew
Who cut something out of this _____ ? magazine morning
I _____ Daddy when he's away. misses miss
What are you _____ in that basket? pulling putting
Dick is Janey's _____ . mother brother

Place the first incomplete sentence in the pocket chart and have a pupil read it to the group.

Now, show the word cards to be considered for filling in the empty space. Have a pupil read these, and suggest one of the words to complete the sentence. The reasons given for the choice may be that the word "sounds right" or "makes sense."

*Recognizing
and identifying
new words
using definition
clues*

*Recognizing
and identifying
words using
context clues;
discriminating
between
words of
similar
configuration*

Insert the suggested word into the empty space. Have a child read the finished sentence to check that the correct word was chosen.

Follow the same procedure for the other sentences.

Print the following words on the board. Give each pupil a set of cards numbered 1-8.

1. Janey Fisher
2. Boss
3. Pest
4. mailman
5. door
6. better
7. beside
8. upset

In response to the following clues, the pupils are to locate in the list on the board the word that each clue, note the number beside the word, and hold up the card with that number on it.

It is what we open to go into or out of a room or the house.

It is a compound word which names the person who delivers letters to the house.

It is the name of the girl in the story.

It begins with *p*, rhymes with *best*, and is a word we use for someone or something that is a nuisance.

It is a compound word that means "to tip over" or "disturb."

It is the name of Janey's pet crow.

It begins with *b*, rhymes with *letter*, and means "not just good, but more than good."

It is a compound word beginning with *b*. The first little word in it rhymes with *me* and the other little word in it rhymes with *ride*.

Phonemic Analysis

Print the following words on the board:

cot
lot
top
stop

Ask a pupil to read each word. Then, ask the group what sound is heard in the middle of each word. They should readily see it as the /o/.

Now, print these words on the board:

home coat

Ask a pupil to read each word, then ask what vowel sound is heard. They should recognize this as the /ō/.

To give practice in the visual recognition and printing of words with the /o/ and /ō/, distribute the following worksheet.

The pupils must read the words and find those that have the same vowel sounds and correspondences as *cot*, *home* and *coat*.

cot

home

coat

hit
tote
goat
mop
bone

hot
dog
rope
road
top

cake
moat
truck
rock
float

Say the following words: *from*, *fright*, *free*, *freight*. Ask the children if they notice anything

similar about the beginning of the words. If necessary, say the words again, until the initial sounds are noted as being the same in all the words. Have the letters that stand for the initial sounds identified as *fr*.

For additional auditory recognition, say the following pairs of words, as the pupils listen for the initial sound or sounds.

fame	fight	fill	fog	fed
frame	fright	frill	frog	Fred

Follow the same procedure to introduce *pr*, using these words — *pray, prod, price, pretty* — and the following word pairs:

pay	pick	pop	peach	pose
pray	prick	prop	preach	prose

Print these words on the board:

from pray

Point to each word and say it. Call attention to *fr* and *pr*, and have the letters identified by name. Have the pupils say the two words as you point to them.

Print these sentences on the board to show the use of the consonant clusters in context.

We came *from* there.
That's a pretty flower.
Are these *free*?
Did Mr. Mugs win a prize?

Have a pupil read each sentence, taking special note of the words with *fr* and *pr*.

Now, give each child cards with *fr* and *pr* on them.

In response to the following flash cards, the children hold up their cards if a word has *fr* in it and their *pr* cards if it has *pr* in it. If a word that does not contain *fr* or *pr* is flashed, they remain still.

from	take
prize	froze
prove	frighten
prod	come
as	him
prim	prod

Prepare the lined chalkboard and the lined sheets of paper for printing. For the first two groups, the pupils must print the two letters that stand for the sounds they hear at the beginning of each word in response to the dictated words. These sentences could be used to present the words.

Group 1

Where are you from — from?
Do you know this prayer — prayer?
I'll try to reach it — try.
The plate crashed to the floor — crashed.
How green is my valley — green.
This is brown, not white — brown.

Group 2

This train stops every hour — train.
Where is the prop for this play — prop?
That cake is great — great.
Do ghosts frighten you — frighten?
I think this light is too bright — bright.
Let's create a monster — create!

Taking
chalkboard
dictation;
listening
and
printing

Group 3

Ask the pupils to print *o* in the middle of each printing space (six printing spaces on the lined sheets). They are then to print the letters that go before and after the *o* to form the words you dictate.

See that frog jump — frog!
I have to prod my turtle along — prod.
The farmer had a good crop — crop.
That pony likes to trot — trot.
The play had a poor plot — plot.
It is a flop — flop.

Group 4

Have the pupils print *oa* in the middle of the first three printing spaces, and *o* and *e* in the next three printing spaces, leaving room for another letter between the *o* and the *e*. They are then to print the other letters to form the words you dictate.

Will that ball float — float?
Don't play on the road — road.
He shot the puck into the goal — goal.
Mommy froze the left-overs — froze.
Ken drove us home — drove.
Who broke that dish — broke?

Structural Analysis

Recognizing
and
identifying
possessive
forms with 's

Print these two sentences on the board:

That book belongs to John.
That is _____ book.

Read the two sentences to the pupils. Ask the group to suggest a word to fill in the blank in the second one. Most pupils should recognize that the word is *John's*.

Recall the concept of possession with the group. Remind them that possessives are formed by adding 's.

To give the pupils practice in forming possessives, give each child an 's card. Then make sentence strips for the following:

We went to Grandpa boat.
Is that Janey toy?
Where is Maria hat?
I like mother cakes best!
Please find Dick ball.
Where are the children coats?

Place the first sentence strip in the pocket chart and have a pupil read it. Now, have a pupil come up and insert his or her 's card to complete the sentence. Ask the child to read the completed sentence, to make sure the 's card has been added to the correct word.

Proceed in this manner until everyone has had a turn.

To recall the verb endings presented so far, print the following sentences on the board.

Mr. Mugs *looks* at Janey.
Mr. Mugs is *looking* at Janey.
Mr. Mugs *looked* at Janey.

Direct attention to the underlined word in each sentence and have the root word and the ending identified in each one.

Explain that there is another ending we use sometimes. Print the words *miss* and *misses* on the board and pronounce them. Call upon a pupil to underline the root word *miss* in *misses* and ask another child to draw a ring around the *es*. Lead the pupils to see that in the word *misses*, the *es* is the new ending.

Recognizing
and identifying
verb ending es

To clarify the use of the *es* ending, print on the board beside the first sentence above:

Mr. Mugs misses Janey.

Lead the pupils to conclude that we sometimes use the verb ending *s* and sometimes use the verb ending *es*. Pronounce *misses* again, and point out that we can tell by the sound of the word whether we should use *s* or *es*.

Recall that when we want to add *ed* or *ing* to a word that ends in *e*, we drop the *e* and add *ed*. Explain that the same thing happens when we want to add *es* to a word that ends in *e*. To demonstrate, print on the board:

I *surprise* Janey.

Mr. Mugs *surprises* Janey.

I *please* Janey.

Mr. Mugs *pleases* Janey.

Call attention to the underlined words and have the pupils note that the final *e* has been dropped each time when *es* has been added.

To reinforce *fr* and *pr*, make Word Wheels as in the lesson plan for "I'm Moving."

Have a child come up to the *fr* wheel and create a word by combining a base with *fr*. Print this word on the board beside the wheel. Have the group determine whether a word was actually formed.

Follow this procedure until every child has had at least one turn, then proceed to the *pr* wheel.

Remind the pupils that we can make new words by changing the first letter or letters of key words to *fr* or *pr*, or by adding *fr* or *pr* to key words. Print the following groups of words on the board. Call upon pupils to read the word groups and underline, or spell, the part that is the same in the words of each group. Have some of the new words used in meaningful sentences.

came	say	jet	mice	fight	will
frame	fray	fret	price	fright	frill
him	dog	top	my	ride	
prim	frog	prop	fry	pride	

To introduce graphemic bases *oss* and *ine*, print the following columns of words on the chalkboard. Working with each column in turn, have the words read, the part that is the same in all the words underlined, and the initial consonants noted. Have some of the words used in meaningful sentences.

boss	line
cross	brine
floss	dine
gloss	fine
loss	mine
moss	nine
toss	pine
	shine
	tine
	thine
	vine
	wine
	whine

Print the following key words on the board and have them read: *boss*, *mine*, *say*, *whale*, *jet*, *run*, *train*.

Print the following sentences on the board:

You'll like my boss.
How long is your line?
Now, just toss the ball.
My little brother whines when he's cross.
I may look pale but I feel fine.

Recognizing
and identifying
words using
fr and *pr*
and
graphemic
bases

Recognizing
and identifying
words, using
graphemic
bases
oss, *ine*

Reading in
context
words
formed
on graphemic
bases

Don't fret over your loss.
We have nine pine trees.
I like the sunshine after the rain.

Point to the sentences in random order and have the pupils read them. Continue until each child has had a chance to read at least one sentence. If a pupil stumbles over a word, refer her or him to the key word involved.

Syllabication

Noting peak
sounds in
two-syllable
words

Say the following two-syllable words to the children:

Janey	morning	beside
hungry	brother	putting
better	puzzle	upset

Ask the children how many word parts they heard in each word. They should recognize each word has two parts.

Now, say each word again, putting the stress where it should be. Ask the pupils to tell for each word what part was stressed: first or second part.

Have the pupils say the words with you, putting in the proper stress.

Spelling

Spelling
words formed
on graphemic
bases
oss, ine

Print the following words on the board:

boss line

Have a pupil read each word and identify the letters in each.

Distribute lined sheets of paper for dictation. The pupils construct their words by adding the consonants that stand for the beginning sounds to the bases *oss* and *ine*. These sentences could be used to present the words:

I found some green moss — moss.
Are you feeling fine — fine?
Can you toss a football — toss?
Let's shine this door — shine.
That bicycle is mine — mine.
Today, we have a new boss — boss.

Now ask the pupils to print *boss* on their worksheets, then print the following words as you suggest the beginning consonant or consonants:

boss cross floss loss moss toss

Follow the same procedure with words based on *ine*:

mine brine dine fine nine line pine shine tine thine vine
wine whine

Spelling
useful
words:
from, true

Print these words on the board:

from true

Have a pupil say each word. Call attention again to the *o* standing for the /u/ sound in *from* and the *ue* standing for the sound heard in *shoot* and *true*.

With the help of the class, formulate oral sentences that use these words. Have the pupils realize their use in context.

Now, erase the words and dictate them to the group. These sentences could help.

That story is true — true.
I came from India — from.

Spelling
words:
better,
brother,
learn

Have *from* and *true* entered in the lists of useful words in the spelling notebooks.

Print these words on the board:

better brother learn

Let the pupils study them for a few seconds, then have them copy each word five times on their worksheets, checking to be sure they have put in all the letters in the right order. Dictate the spelling words, using sentences similar to these in the presentation.

James is my brother — brother.
He is better at swimming than I am — better.
When will we learn this lesson — learn?

LANGUAGE DEVELOPMENT

Objectives

Recognizing variation in sentence patterns
Recognizing and identifying tag phrases and direct speech; noting use of quotation marks
Recognizing and identifying words denoting sequence of events
Recognizing and identifying exclamatory sentences and use of exclamation points
Recognizing and identifying command sentences
Recognizing and identifying abbreviations
Recognizing and identifying use of capitalization and italics in text
Recognizing and identifying use of the dash
Recognizing, identifying, and using irregular past tenses *flew, sat, gave, did, told, came, had, went, said, had seen, and have seen*
Recognizing and identifying pronouns and their antecedents
Recognizing and identifying homonyms
Producing alphabetic sequence using three and four words.

Materials Needed

The readers

Cards for the following words: *true, morning, beside, learn, door, ever, night, anything, idea, just, other, very, your*

Sentence Awareness

Print the following sentences on the chalkboard and ask individuals to read them aloud as the others follow along.

One morning the crow flew in the window.
The crow flew in the window one morning.

Elicit from the children that both sentences contain the same words but that the words *one morning* appear in a different place in each sentence. Help the pupils understand that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentence on the chalkboard and direct attention to the first one.

Out of the sky flew the crow.

Have the pupils read the sentence and help them formulate a new sentence by rearranging the words. Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Have the pupils turn to page 69 in their readers. "Who is speaking in the second paragraph on this page? How do you know? Read the words that tell us who is speaking?"

"Find the sixth paragraph on this page. Who is speaking in this paragraph? How do you know? Read the words that tell us?"

*Recognizing
variation in
sentence patterns*

*Recognizing and
identifying tag
phrases and
direct speech;
noting use of
quotation marks*

"Who is speaking in the fourth paragraph on this page? What did Janey's father say? Read the exact words that he said."

"How do you know that these are the words that Janey's father said? Elicit that the words *said her father* and the quotation marks at the beginning and end of Janey's father's words tell us exactly what he said.

Refer to specific tag phrases in the text and have the children note that the "said" phrase can come at the end of what is being said, in the middle, or at the beginning.

Ask the pupils to turn to page 63 of the story and read the last paragraph.

"You have just read about some things that happened in the story. You read that the crow flew in the window and sat on Janey's bed; that he sat there and looked at Janey; that he flew over and sat on Janey's head. Which of these things happened first?"

"Which happened second? Which happened next?"

"What word tells you that the crow flew over and sat on Janey's head *after* he sat on the bed and looked at her?"

Have the children turn to page 65 to find and read the third paragraph.

"What words in this paragraph tell you that Mrs. Fisher put her white clothes out on the line after Boss had been with the family for some time?"

"Now turn to page 66 and find the third paragraph. Read this paragraph carefully. What word tells you that the mailman had already jumped back once before and that he had already looked around once before? What word tells you that the mailman had already put the magazines at the door once before?"

Have the children turn again to page 66 and find sentences ending with exclamation points. Encourage the pupils to suggest reasons why exclamation points are used in these sentences and then have them read the sentences with the appropriate expression.

Recall with the children that there is a special kind of sentence that tells, orders, or commands people to do something.

Have the pupils find examples of command sentences on pages 65 and 66 of the story. Most of the children will probably realize that the exclamatory sentences they just read are also command sentences.

Add the name *Mrs. Fisher* to the list of abbreviations developed in the last lesson. Elicit from the pupils the reasons for the use of the capital letters and the period. If you have available a list of capitalized words, have the children suggest some names from this story to add to the list.

Punctuation and Graphics

Ask the children to turn to page 66 in their readers. "What words did you notice first on this page? Why do you think you noticed the words *STOP THAT!* first?"

"We have already talked about the exclamation points after these words and why the writer put them there. Why do you suppose the writer also wanted to make all the letters in the words capital letters?"

Have the pupils turn to page 69 and find one word that is printed in a different way than the rest of the words are printed.

"Why do you suppose the word *much* is printed this way? Read the sentence the way you think it should be read."

"Now turn to page 68. What marks do you see in the first two paragraphs on this page? What does the dash tell you to do when you see it in your reading?"

Recall with the group that a dash indicates a longer pause than a comma indicates, but a shorter pause than a period indicates.

Verb Forms

To reinforce correct usage of irregular past tenses, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms. You may wish to cover only a few of the verbs at one time, as the need arises.

"From where did Boss fly, when he came to Janey's house?"

"To what place did he fly that morning?"

"Where did he sit first?"

"Where did he sit next?"

Recognizing and
identifying words
denoting sequence
of events

Recognizing and
identifying
exclamatory
sentences and use
of exclamation points

Recognizing and
identifying
command sentences

Recognizing and
identifying
abbreviations

Recognizing and
identifying use
of capitalization
and italics in text

Recognizing and
identifying use of
the dash

Recognizing,
identifying, and
using irregular
past tenses
flew, sat, gave,
did, told, came,
had, went, said,
had seen, and
have seen

"Who gave the crow his name?"

"Did you ever give your pet a present? What did you give him?" (or her)

"Boss did just what he wanted to do. When did you do just what you wanted to do?"

"When Boss took a piece of Dick's puzzle, what did Janey tell her pet?"

"What did Mrs. Fisher tell Janey when Boss went away?"

"What did Boss come and do when Mrs. Fisher put her clothes on the line?"

"What time did you come to school today?"

"After Boss pulled the clothespins off the line, Janey had a talk with her crow. With whom did you have a talk this week?"

"What job did you have to do this week?"

"Why did Boss go away?"

"Maybe Boss wanted a holiday. Where did you go on your holiday?"

"What did Janey say when Boss went away?" Have the pupils answer using the past tense *said*.

"What did her father say when Boss went away?"

"Think about the pictures for the story about Boss. What did you see in the pictures?"

Refer to the following exercise on the chalkboard and have the pupils select the words that correctly complete the sentences.

1. Boss went away with some other crows he had ____ . seen see
2. We have ____ some pretty birds. seen saw
3. One day, Mr. Mugs ____ a big black crow. seen saw
4. Curt and Jan have ____ some crows too. saw seen
5. Pat ____ a red bird. saw seen
6. Jack had ____ two brown birds. saw seen see

Pronouns and Antecedents

Recognizing and
identifying
pronouns and
their antecedents

Ask the children to turn to page 63 in their readers and have them read the last paragraph. Direct the pupils' attention to the pronoun *her* in the second sentence. With the group, establish that *her* replaces the name *Janey* in the first sentence.

Continue in the same manner with the following pronouns:

Page 63, last paragraph, sentence 3, the pronoun *her*
Page 64, first paragraph, sentence 2, the pronoun *You*
Page 64, paragraph 2, sentence 4, the pronoun *him*
Page 64, paragraph 4, the pronoun *he*
Page 65, paragraph 3, sentence 2, the pronoun *she*
Page 65, last paragraph, sentence 2, the pronoun *she*

Homonyms

Recognizing and
identifying
homonyms

Print the following sentences on the chalkboard and read them with the pupils.

1. Janey went to the shopping center and Dick went too.
2. Do you think the bee will be in the tree?
3. We know that the toy train has no engine.
4. Mrs. Fisher will buy the car that is by the window.
5. Miss Hill likes to sew so much.
6. The children read a story about the funny red bird.

Ask the children to read the first sentence again to find two words that sound alike. When the pupils have identified the words *to* and *too*, elicit that these words sound alike but have different meanings and look different. Underline the two words and then continue in the same manner with the rest of the sentences.

Prepare two or three cards for each of the following words: *true, morning, beside, learn, door, ever, night, anything, idea, just, other, very, your*. Give three different word cards to each pupil in the group. Direct each child to place her or his cards in the correct alphabetical order.

Give four different word cards to each pupil in the group. Direct each child to place her or his cards in the correct alphabetical order. Have the children repeat the process several times, using different word cards each time.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Reviewing printing of letters

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

To encourage children to participate in the building of the following vocabulary chart, ask questions such as “How do you feel when you smile?” or “What is a word that would describe a smile?”

Integrating speaking, writing, and reading relationships; making a vocabulary chart

How We Show Feelings	
a happy smile	a big grin
a loud laugh	a sad cry
a tired sigh	an angry look
a soft whimper	a sleepy yawn
a nervous giggle	a slight tremble

The children might enjoy writing stories about the further adventures of Boss, the crow.

Printing

Following the procedure in the lesson plan for “The Giant Splash,” review with the children the formation of the letters q, Q, v, V, w, W, y, Y

Personal Writing
Reviewing the printing of q, Q, v, V, w, W, y, Y

INDEPENDENT ACTIVITIES

- See the **Mr. Mugs Book**
- See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying spelling words

Spell-a-Puzzle

Objective

Recognizing and identifying spelling words

Phonemic Analysis: Spelling

Number of Players

One

Materials Needed

A set of cards with pictures illustrating spelling words such as *girl, father, balloon, police, wheel, clown, engine, farmer, milk*; the name of each object is printed across each picture; each card is backed with a different colored paper.

Procedure

The child completes each picture jigsaw puzzle.

Decoding Skills:
Spelling

Objective

Recognizing and identifying spelling words

Number of Players

Two

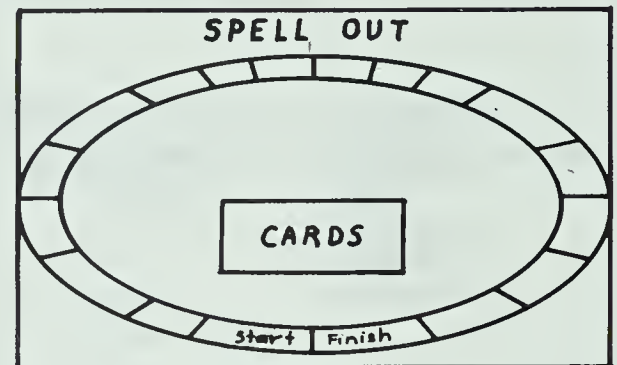
Materials Needed

A "Spell Out" board

A set of cards for spelling words such as *would, could, your, very, many, pull, give, from, true, someone, morning, another, thought, over, ever, brown*

A marker for each player

Spell Out



Procedure

The first player draws a card, and reads the word to his/her partner. The partner spells the word, at the same time moving one space forward for a consonant and one space backward for a vowel. If the word is spelled incorrectly, the player does not advance on the board. The first person to move around the track is the winner.



Objectives

Interpreting pictures
Miming actions
Interpreting poem dramatically

Responding Dramatically

You could take the children to the gym for this particular experience. Take the pupils' texts with you. Give the children their books and ask them to turn to page 70. Let them look at the pictures on pages 70-73 and try to guess what is happening. "What do you think the children are doing? What might they be pretending to be?"

Read the selection to the children as they follow along to see if their ideas were right. The children may wish to discuss some of the ideas suggested before actually carrying them out.

Have the texts collected and then read the selection as the children participate in the action suggestions. Give the children sufficient time to experiment and develop their movements. Encourage the children to use their entire bodies freely to respond to the text suggestions. Read the poem "Thirst" slowly several times to give the children an opportunity to get into the mood of it and to experiment with various movements. Some of the children may wish to present their movement interpretation of the poem to the rest of the group.

As a follow-up, the children might enjoy the following:

1. Be a fish swimming out of the way of the crocodile.
2. Be the crocodile swimming.
3. Be the crocodile crawling through the mud and lying in the sun.
4. Be an elephant coming to the water for a drink. Spray yourself with your trunk.
5. Be a monkey jumping through the trees overhead, climbing down the tree trunk, and leaping over the ground.

Let the children think of other animals they would like to be.

If the children enjoy creative movement activities, use them often to enliven the day or to provide a break. Select a suitable poem and read it to the children as they listen to consider what actions and expressions might accompany it. Then reread the poem as the children interpret it in creative movement.

INQUIRY SKILLS

Discussing pioneer times
Using the table of contents
Formulating questions; speculating
Observing picture details
Recalling details
Answering the questions: verifying answers; making murals and experience charts; participating in a sub-group
Reporting orally
Evaluating participation in a group project
Evaluating charts and murals
Expressing opinions

INTEGRATIVE OPTIONS

Following Directions — making butter
Environmental Studies: Social Studies — going on a field trip
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying words
Recognizing and identifying phoneme-grapheme correspondences /u/u, /ū/u-e, /ū/oo, /ū/oo
Recognizing consonant clusters with l, r
*Recognizing and identifying phoneme-grapheme correspondence /dr/dr
Recognizing and identifying verb endings s, es, ed, ing
Noting peak sounds in two-syllable words
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Developing noun and verb, subject and predicate awareness
Recognizing and identifying correct word order
Recognizing and identifying sequence words
Recognizing and identifying alphabetic sequences: letters and words

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Reviewing printing of letters

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words with *dr* and graphemic bases

Literary Appreciation**

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /u/u, /ū/u-e, /ū/oo, /ū/oo, /dr/dr
Listening to note peak sounds in two-syllable words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Discussing pioneer times
 Using the table of contents
 Formulating questions
 Observing picture details
 Recalling details
 Speculating
 Answering the research questions: verifying answers; making murals and experience charts;
 participating in a sub-group
 Reporting orally
 Evaluating participation in a group project
 Evaluating charts and murals
 Expressing opinions

Summary Chart of Research Activity

Starting Point	Questions	Collecting Information	Organizing Information	Presenting Information	Evaluating	Valuing
Preliminary discussion	How was butter made long ago? How is butter made today?	Reading and discussing text selection	Answering questions; making pictures and charts	Reporting orally; making a display	Evaluating own contribution to project	Evaluating charts and pictures; thinking about life in pioneer times

Starting Point

Discussing pioneer times

Initiate a discussion with the group about how people lived in pioneer times. The children will be able to draw on TV viewing and visits made to recreated pioneer communities and museums for their contribution to the discussion. Bring out in the conversation the differences in life styles between then and now, stressing the fact that people had to make many things they needed for everyday life themselves rather than purchase things in a store. Elicit that people were able to be more self-sufficient in the past because they kept animals and cultivated large gardens. Showing the children pictures from books about pioneer times and discussing them will spark interest in this subject.

Using table of contents

Ask the children to find the title of the next selection in the table of contents. Ask whether anyone can read the title. If not, read it for the group. Have the children speculate on what they think the selection is about. Lead them to the conclusion that it is about making butter — past and present.

Questions

Formulating questions

Ask the children what questions about butter-making they would like to have answered in the selection. If necessary, help them formulate questions as a basis for their research. The pupils will probably suggest questions somewhat like the following:

How did people make butter long ago?
 How is butter made today?

Write the questions on the chalkboard and read them with the group.

Collecting Information

Ask the children on what page the selection begins and then have them turn to page 74 and look at the pictures.

*Observing
picture details;
speculating*

"What do you think the object in the picture on page 74 could be? How do you think it works? What is it made of? Do you think that this is a modern or a pioneer tool for making butter? Why do you think so? What do you see on page 75?"

Reading

"Let's read the selection to see if your ideas were right." Have members of the group read the text on these pages orally. After the reading take time for the children to express their reactions and make any further comments.

*Recalling
details*

"Were your ideas about the pictures right? What is the object in page 74 called? How does it work? What are the things on page 75? What did you find out about butter making in pioneer times?" Have the children take turns explaining the butter-making process in their own words.

Speculating

Have the children turn to pages 76 and 77 and look at the illustration. "What do you think this picture shows? Can you tell what is happening in the different machines shown in the picture?"

*Observing
picture details*

Have a child read the instructions at the top of the page and then go through the diagram with one group reading the captions and labels for them. Answer any questions the children may have.

After the discussion have the children take turns explaining the modern butter-making procedure by referring to the diagram in the text.

Organizing Information

Refer to the research questions posed by the group earlier. Have the pupils discuss the answers to their questions using the reader text and illustrations to give information and to verify their answers.

*Answering the
questions;
verifying
answers;
making murals
and experience
charts;
participating in
a sub-group*

Decide with the group what kind of record the pupils can make of the answers they found to their questions. The group may be divided into two sub-groups for making murals. Each sub-group could plan and paint a mural depicting the two methods of making butter. The sub-group could then make a cooperative experience story on chart paper telling about the process shown in their mural. The required vocabulary for the pupils' charts may be copied from the text selection. Give the children any help they may need with their murals or chart stories. An experience chart about making butter long ago might look somewhat as follows:

Making Butter Long Ago

The farmer milks the cows.
He lets the milk sit.
Then he takes off the cream.
He puts the cream in the churn.
The farmer's wife churns the butter.
She takes the lumps of butter out of the churn.
She washes the butter, works it, and adds salt to it.
Then she shapes the butter.
The butter is taken to be sold.

Presenting Information

Have the children use the records they made of the information they gathered to give oral reports about making butter. If the children worked in two sub-groups, have one member of each sub-group give the oral report.

*Reporting
orally*

Evaluating

Help the children to evaluate their contribution to the project by discussing such questions as:

*Evaluating
participation in
group project*

Did I cooperate with the rest of the group?
Did I help organize the chart?
Did I use my drawings well to show what I wanted to show?
Was the report I gave good? Was my explanation clear?
How could I improve my work in the next report I do?



Valuing

*Evaluating
charts and
murals*

*Expressing
opinions*

Discuss the following with the children:

What things do we like about the charts we made?

What things do we like about the mural we made?

Do you think you would have liked living in pioneer times when people made their own butter and other things?

Is the way we make butter today better than the way people made it long ago?

INTEGRATIVE OPTIONS

*Following
Directions*

Making Butter. The reading of the directions on page 78 will naturally lead the children to want to make butter. The activity should be planned with the group. Discuss what will need to be done, what must be brought from home, and soon. A chart may be made, somewhat as follows:

A dish — Billy
Salt — Tracey

Ice cubes — Mike and Carlo
Egg beater — Jill

This experience may take on a partylike atmosphere. You could bring frozen bread which the children could bake and butter with their own butter that they have made. If there is enough butter, they might like to invite the principal or another teacher in to taste their butter.

Going on a Field Trip. This selection offers several possibilities for follow-up field trips. You could arrange to take the group to visit one or more of the following:

- dairy
- a dairy farm
- a butter-making factory
- a reconstructed pioneer village (where things such as making butter with a churn are done)

*Environmental
Studies:
Social
Studies*

The children will enjoy such a visit and have an opportunity to relate what they have read in their reader with reality.

The visit will require careful planning. Discuss with the children all that will need to be done before the visit and organize their ideas into a chart.

1. Make a list of what we want to see and what we want to learn.
2. Decide who is going to find out about each thing we want to know.
3. Decide how we should behave.

After the visit, let the children talk about their experiences and what they have learned. Gather together all the information they have garnered, and type it up in booklet form, leaving room for the children's illustrations.

Have the children compose cooperatively on the chalkboard letters of thanks to the people who showed them around the place they visited. Then have several pupils print the letters, and have all the children sign them.

Encourage those who would like to do so, to write stories about their visit and draw pictures to illustrate them.

Film Center

Films

The Dairy Farm. 14 mins. Coronet 1306.

Milk and Milk Foods. 13 Mins. Coronet 1905.

Black Creek Pioneer Village. 22 mins. Moreland-Latchford.

DECODING SKILLS

Objectives

Recognizing and identifying words, using definition clues

Recognizing and identifying words, using context clues; discriminating between words of similar configuration

Recognizing and identifying phoneme-grapheme correspondences /u/u, /ū/u-e, /ù/oo, /ü/oo

Recognizing consonant clusters containing / and r

*Recognizing and identifying the phoneme-grapheme correspondences /dr/dr

Recognizing and identifying phoneme-grapheme correspondences to print consonant clusters

Recognizing and identifying verb endings s, es, ed, ing

Recognizing and identifying words, using dr and graphemic bases

Noting peak sounds in two-syllable words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-6 for each pupil

Sentence strips and word cards (See below)

A Yes card and a No card for each pupil

Lines on the board for chalkboard dictation

Sheets of paper lined for printing

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: butter, farmer, milk, cream, wooden, churn, stick, push, shaped

Decodable Words: hole, lumps, cakes

Enrichment Words: ago, hard, cows, until, plunger, appeared, bowl, washed, smooth, pumpkin, sell

Recognizing
and identifying
new words
using definition
clues

Print the following words on the board:

1. butter
2. farmer
3. milk
4. wooden
5. stick
6. hole

Point to each word and say it to the group. Have them repeat the list with you a second time.
Give each child a set of cards numbered 1 to 6. To help the children with the meanings of the above words, present the following oral definition clues:

This person works on a farm.
It is a long, thin piece of wood.
You should drink this every day. Cows give it.
This is an open place. You often get them in your socks.
You spread this on toast or bread.
It means "made of wood."

Say the first clue to the group. Tell them to find the word that is being talked about on the board. Now, they see what number is beside the word and hold up their corresponding number cards. Check that everyone has chosen the same word.

Follow the same procedure for the other clues.

Make sentence strips for the following incomplete sentences and cards for the words to be considered:

I helped Mommy whip the _____ . cream cried
The fairy had a magic _____ of gold. jump lump
This is a _____ door. wooden would
Do you know how to _____ butter? learn churn
Mommy made a _____ this morning. make cake
Curt _____ a whale out of clay. shaped taped

Place the first sentence into the pocket chart and have a child read it. Now, hold up the word cards for *cream* and *cried*.

Ask a pupil to read the words, then suggest which word completes the sentence. After the group approves the choice, have another child come up and insert the chosen word into the empty spot. Have another child read the completed sentence, as the others listen to check that the correct word was chosen.

Follow the same procedure for the other sentences.

Phonemic Analysis

Print the following words on the board:

up	tune
tub	cube
cup	use

Ask a pupil to read the first group of words and tell what vowel sound is heard. Follow the same procedure for the second list.

Print the following words on the board:

wood	soon
------	------

Have a pupil say each word. Ask what vowel sound is heard in each. They should recognize that *soon* contains the sound heard in *shoot* and that *wood* contains the sound heard in *took*. Remind the pupils that both sounds are represented by *oo*.

To help the pupils discriminate between the two sounds, print the following words on the board:

woods	stood	food	moon
shoot	look	book	loon

Recognizing
and identifying
correspondences
/u/u, /ū/u-e

Recognizing
and identifying
correspondences
/ū/oo, /ü/oo

A black and white photograph of a classroom scene. A female teacher with long dark hair, wearing a dark turtleneck sweater and dark pants, stands on the right side of the frame. She is holding a small book or notebook and looking towards the left. In the center-left, three young students are leaning over a large chalkboard, looking at the words written on it. The student on the far left is wearing a striped shirt, the middle student is wearing a plaid shirt, and the student on the right is wearing a light-colored shirt. The chalkboard has several columns of words written on it in chalk. The words are: 'moon', 'zoo', 'broom', 'cool', 'room', 'soon', 'bo', 'food', and 'foo'. The background shows a typical classroom setting with shelves and other students in the distance.

120

Print the following words on the board:

drape
drag

drip
drop

Say each word, pointing to it as it is said. Have the pupils note the cluster in each word.

Ask the children to take out their *Yes* and *No* cards. In response to the following words printed on the board, they hold up *Yes* if they see a *dr* cluster in the word, and *No* if they don't see a *dr* cluster.

came
cool
drab

is
drink
drank

dry
rush
at

dream
drip
from

Prepare the lined chalkboard and lined sheets of paper for dictation. The pupils print the clusters that stand for the sounds heard at the beginning of each dictated word. These sentences could be used to present the words.

*Taking
chalkboard
dictation;
listening
and
printing*

Group 1

We drank all the milk — drank.
I broke the window — broke.
Can you create a model — create?
I am from Saskatoon — from.
Quick! Let's grab him — grab.

Group 2

Let's go by train — train.
Help me pry this board loose — pry.
Can you learn how to drive — drive?
I'll bring the dessert — bring.
Watch out that your cup doesn't crash — crash.

Group 3

Here are some fresh grapes — grapes.
Why does this tap drip — drip?
What brand is the meat — brand?
We made the props for the play — props.
This box is marked "fragile" — fragile.

Group 4

I like your new drapes — drapes.
Isn't this movie great — great?
Let's be friends — friends.
Your crumbs fell on the floor — crumbs.
I'll trade these hockey cards for those — trade.

Structural Analysis

Print the following word on the board:

look

Ask a pupil what the word would be if you added *s*, *ed*, *ing*:

looks
looked
looking

*Recognizing and
identifying
verb
endings,
s, es, ed,
ing*

Remind the pupils about what happens to a verb that ends in e: you drop the final e before adding *ed* or *ing* or *es*.

To help the pupils review these endings, print the following on the chalkboard.

skate + ed	_____
skate + ing	_____
miss + es	_____
miss + ing	_____
crash + es	_____
crash + ed	_____
add + ed	_____
make + es	_____
make + ing	_____

Have students take turns to come to the board and print the correct verb forms.

Recognizing
and identifying
words using
dr and
graphemic
bases

Explain that new words can be made by changing the first letter or letters of key words to *dr*, or by adding *dr* to key words. Print the following pairs of words on the board. Call upon pupils to read the word pairs and underline, or spell, the part that is the same in the words of each pair. Have some of the new words used in meaningful sentences.

will	tip	top	my	think	train	bug
drill	drip	drop	dry	drink	drain	drug

Print the following key words on the board and have them read: *will, tip, hen, tell, bug, frog, train, think, my, fish, top*.

Print the following sentences on the board:

Dad drilled a hole in the window sill.
Can you stop this drip?
The police are after the men who sell drugs.
Is there a clog in the drain in the sink?
Please dry the dishes for me.
Let's drink some cold milk.
Don't drop the flowers.

Point to the sentences in random order and have pupils read the indicated sentence. Proceed this way until everyone has had at least one chance to read a sentence. If a child stumbles over a word, refer her or him to the key word involved.

Syllabication

Say the following two-syllable words to the children:

butter	farmer	until
wooden	appeared	pumpkin
plunger	ago	sticking

Ask the children how many parts were heard in each word. They should recognize that each word has two parts.

Now, say the words a second time, putting the stress in each word where it should be. Ask the pupils to tell for each word what part was stressed — the first or the second part.

Have the pupils say the words with you, putting in the proper stress.

Spelling

Distribute lined paper for dictation to each child.

Print these words on the board:

butter	farmer	milk
--------	--------	------

Let the pupils study the words for a few seconds, then copy each word five times on their worksheets, checking to be sure they have copied all the letters in the right order each time. Have the words entered in the spelling notebooks.

Spelling
words:
butter, farmer,
milk

Using in
context words
formed with
graphemic
bases

Noting peak
sounds in
two-syllable
words

Dictate the words to the group. These sentences could help in the presentation.

Please buy a kilogram of butter at the store. butter
How long does the farmer work in the fields? farmer
We get three litres of milk every day. milk

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Developing noun and verb awareness; subject and predicate awareness
Recognizing and identifying correct word order
Recognizing and identifying words denoting sequence of events
Recognizing and identifying alphabetic sequences: letters and words

Materials Needed

Cards for the following words: *had, milk, farmer, cows, the, to, The*
The readers

Sentence Awareness

Print the following sentences on the chalkboard.

Janey ran.
The farmer worked.
The farmer and his wife churned.
The farmer's wife made shapes.

Have the children read the first sentence. "What word in this sentence tells us the name of someone?" Have a child underline the word *Janey* with colored chalk.

"What word in this sentence tells us what Janey did?" Have another child underline the word *ran* with chalk of a different color.

Continue in the same manner with the rest of the sentences. For the second sentence, accept *farmer* or *The farmer* as the "name" words. For the third sentence, accept the words in the subject—with or without the articles and pronouns—as the "name" words. For the fourth sentence, accept *made* or *made shapes* as the "doing" words.

Arrange the following word cards in the pocket charts in this order:

had milk farmer cows the to The

Ask a pupil to read the words aloud. "Does this sentence make sense? Why not?"

"Let's put the words in the right order. Which word should come first? Which word should come second?" etc.

As the pupils give you the words, move the cards down to the new pocket to form:

The farmer had to milk the cows

Have the sentence read and ask the pupils whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card and have the sentence read once more.

Ask the pupils to turn to page 74 in their readers and read the first seven lines.

"You have just read about some things that a farmer and his wife had to do to make butter. What are some of the things that they had to do?"

"What was the first thing the farmer had to do when he wanted to make butter? What word tells you that the farmer had to milk the cows first?"

Developing
noun and verb
awareness;
subject and
predicate
awareness

Recognizing and
identifying
correct word order

Recognizing and
identifying words
denoting sequence
of events

"What was the next thing that the farmer had to do? What word tells you that the farmer let the milk sit until the cream came to the top *after* he milked the cows?"

Have the children turn to page 75 and read the first two paragraphs.

"What word in the first paragraph tells you that it was not a very long time after the farmer's wife started churning that lumps of butter appeared in the cream?"

"What did the farmer's wife do right after she washed the lumps of butter?" (worked the butter so that it was smooth) "What word tells you that this was the very next thing she did?"

"The next sentence tells us about the next two things that the farmer's wife did. She made the butter good and smooth and she shaped the butter into cakes. Which did she do first? Which did she do second?"

"What word helps us understand which happened first and which happened afterward?"

"Look at the next paragraph. What word tells us that after all the things we talked about were done, the butter was ready to sell?"

Ask the children to turn to the directions for making butter on page 78. With the group, find and discuss words that help readers understand the order of the steps required to make butter.

Alphabet Skills

Print the following exercise on the chalkboard.

a___d	t___x	k___o	p___s	t___y	u___z	f___j	g___l	m___s
___c d	___t u	___g h	___q r	___v w	___n o	___k l	___f g	___x y
c d___	f g___	k l___	n o___	t u___	w x___	h i___	p q___	v w___
___misses	___cream	___lumps	___milk	___flower				
___butter	___hole	___shaped	___cows	___ready				
___farmer	___stick	___cakes	___night	___town				
			___wooden	___churn				

In the first part of the exercise, have the children take turns printing the missing letters in the blank spaces.

In the second part of the exercise, have the pupils establish the alphabetic sequence of the words and number them accordingly.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Reviewing printing of letters

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Develop a vocabulary chart related to dairy products.

Dairy Products	
cold milk	ice cream
yellow butter	sour cream
delicious	sharp cheese
cream	tasty

Recognizing and
identifying
alphabetic
sequences:
letters and words

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

Personal
Writing

Some of the children may wish to write stories about their experience in making butter.

Printing

Reviewing
the printing
of x, X, z, Z

Following the procedure in the lesson plan for “The Giant Splash,” review with the children the formation of the letters x, X, z, Z.

INDEPENDENT ACTIVITIES

- See the **Mr. Mugs Book**
- See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying words containing the consonant cluster *dr* and graphemic bases

Word Spill

Decoding
Skills:
Structural
Analysis

Objective

Recognizing and identifying words containing the consonant cluster *dr* and graphemic bases

Number of Players

Two

Materials Needed

- Seven cards with the consonant cluster *dr*; seven cards with the bases *ill, ip, op, ug, ink, ain, y*
- A container

Procedure

All of the cards are placed in the container. Each player in turn spills the cards and then attempts to make a word by combining a consonant cluster and a base card. Only cards that are face up may be used. A player scores one point for each word. The player with the most points after five turns is the winner.

Review

COMPREHENSION

Identifying main idea
Recognizing sequence
Recalling story details
Making judgments

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing new words
Reviewing phoneme-grapheme correspondences /s/s, /z/s, /ü/ oo, /ü/oo
Reviewing consonant clusters with l, r
Reviewing verb endings s, es, ed, ing
Reviewing plural forms with s, es
Reviewing structure of compound words
Reviewing structure and meaning of contractions
Reviewing possessive forms with 's
Reviewing spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Reviewing matching sentence beginnings and endings
Reviewing capitalizing and punctuating sentences
Reviewing irregular past tenses
Reviewing pronouns and antecedents

WRITING

Reviewing vocabulary charts
Reviewing personal writing
Reviewing printing of sentences to answer questions

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying spelling words

Literary Appreciation**

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /s/s, /z/s, /ü/oo, /ü/oo

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Identifying main idea
Recognizing sequence
Recalling story details
Making judgments

Developing Comprehension, Research, and Listening Skills

*Identifying
main idea*

Literal Comprehension. Tell the pupils that one sentence in each pair tells what a whole story in this book was about, and the other tells only one little thing that happened in the story. Ask the pupils to read each pair of sentences silently, to decide which one tells the main idea of the story. Then call upon a child to read a sentence orally that he or she thinks is a main-idea sentence.

1. The squirrel said, "I have babies way up in that tree."

The little old man wanted to shoot something for his supper, but found out he was too kind to shoot anything.

2. Daddy and Mommy couldn't do much fishing with Curt, Jan, and Mr. Mugs in the boat.
Mr. Mugs fell out of the boat.

3. The toy clown would not give up.

The little engine pulled the toys over the big hill for the children.

4. Maria found a way to take part in Sharing Time without talking.

Bill read a poem that he liked.

5. Mr. Mugs went for a surprise ride in a balloon and the police used a helicopter to get him back.

Curt saw a big red balloon.

6. William and his family moved into a new house with the help of the moving men.

William had a pet turtle.

7. Boss tricked the mailman.

Janey's crow, Boss, got into trouble but he made lots of friends too.

*Recognizing
sequence*

Literal Comprehension. Explain to the children that when they are following directions in making something, it is usually best to do things in the right order. Print the following sentences on the chalkboard. Ask the children to think for a minute about the directions given in their reader for making puppets. Then let the children number the sentences accordingly.

___ Give your puppet a nose and some eyes.

___ Make arms and legs for your puppet.

___ Stuff newspaper into a bag.

___ Make your puppet look happy or sad.

___ Tie the end of the bag to make a head.

___ Give your puppet a tie or a hat or anything he would like to have.

*Recalling
story details*

Literal Comprehension. Print the following list of story characters and quotations on the chalkboard. Have the children orally match the characters to the quotation they said. Have the children skim through the stories to check their answers.

Mr. Mugs

Tony

Boss

moving man

Jan

Janey

Maria

little old man

William

little engine

toy clown

Curt

1. "With just a little jump, I can stop him, I can get him," thought _____ .

2. "I think I'm going to like my new house," said _____ .

3. "A puppet show is a good idea," said _____ .

4. "I'm off to the wood to shoot something good for my supper," said _____ .

5. "Get out! Get out of there, Mr. Mugs!" said _____ .

6. "Please, Mr. Diesel Engine, will you help us?" said _____ .

7. "He was the best pet I ever had," said _____ .

Critical Comprehension. Duplicate the activity below and distribute copies to the pupils. The pupils are to read each sentence and decide whether or not it is true. If it is true, they write Yes on the line; if it is not true, they write No.

1. Some birds and animals raise babies in trees. _____
2. You should always sit still in a boat. _____
3. A little engine can pull more cars than a big one. _____
4. Children in other lands read some of the same stories as we do. _____
5. It is hard to make puppets. _____
6. You can get helicopters at a shopping center. _____
7. Butter is made from cream. _____
8. Helicopters do many useful jobs. _____
9. Most houses have apple trees beside them. _____
10. All crows can talk. _____

DECODING SKILLS

Objectives

Reviewing new words, using sight and sound
Reviewing new words, using context clues
Reviewing new words, using oral definitions
Reviewing new words, using sight; revealing meaning by use of context
Reviewing the phoneme-grapheme correspondences /s/s, /z/s
Reviewing the phoneme-grapheme correspondences /ü/oo, /ü/oo
Reviewing consonant clusters with / and r
Reviewing verb endings s, es, ed, ing
Reviewing plural forms with s and es
Reviewing the structure of compound words
Reviewing the structure and meaning of contractions
Reviewing possessive forms with 's
Reviewing phoneme-grapheme correspondences and graphemic bases to spell words
Reviewing spelling of useful words
Reviewing spelling of spelling words

Materials Needed

Sentence strips and word cards (See below)
A set of cards numbered 1-6 for each pupil
Duplicated worksheets (See below)
Sentence strips and cards for s, es, ed, ing (See below)
Sheets of paper lined for printing spelling words
Spelling notebooks

Word Meaning

Print the following words on the board:

everybody	thought	another	father
stopped	flying	class	other
trying	again	because	think
told	magazines	could	idea
fly	would	talk	puppets

Have the pupils study the two lists.

Call out words randomly. Have the pupils go to the board and point to the word *said*.

Continue with this word recognition exercise by printing the following words on the board and using the same procedure as above.

fishing	girl	very	soon
over	sharing	wood	every
your	head	shoot	duck
as	give	babies	helicopters
them	Paper	lived	balloons

Reviewing
words, using
context
clues

Make sentence strips for the following incomplete sentences and word cards for the words to be considered.

The farmer and his wife made _____. butter better
 The little old man went to the _____. well wood
 Mr. Mugs went to the _____. balloon beanstalk
 The _____ helped get Mr. Mugs down. police puppets
 _____ has a pet crow. Jan Janey Fisher
 His name was _____. Boss Pete
 The crow made Janey's brother _____. animal angry
 The _____ brings the mail. fireman mailman

Tell the children to think back over the stories they've read. Have them recall in their minds some of the things that happened in the stories.

Place the first sentence strip in the pocket chart. Have a pupil read it. Then, hold up the cards for *butter* and *better*. Ask a child to come up and place one of the words in the empty space.

Have another child read the newly-completed sentence to see if the chosen word makes sense.

Reviewing
words, using
oral definition

Follow this procedure for the other sentences.

Print the following words on the board:

basket	trains	crash
bobbing	pull	crying
heading	clowns	many
engine	car	crow

Have the pupils study the words. Then, read the following oral definition clue:

This is a large, black bird.

Ask the pupils to find the word being talked about on the board. When they find the word, they raise their hands. Choose a pupil to come up and point to the word, saying it:

"Crow. That's correct — a *crow* is a large, black bird."

Put a checkmark beside *crow*, then follow the same procedure with these oral clues:

This means "moving up and down in a short, quick way, as things do that are floating on wavy water.

You are doing this when you are *going* toward some place or person.

You can carry things in this — clothes, fruit, picnic lunches.

These big machines pull trains.

This happens when two things hit each other hard.

This word is the opposite of *few*.

These people make us laugh.

This is another word for automobile.

This is what makes a car go.

This word is the opposite of *push*.

You are doing this if tears are running down your face from your eyes.

To complete the word meaning review, print the following words on the board:

flew	yelled	miss
pest	magazines	better

Have the pupils study the words.

Now, ask a pupil to come up to the board, point to a word; and call on a pupil in the group to identify the word.

Reviewing
words, using sight;
revealing
meaning
by use in
context

Now, have the pupils make up oral sentences using the chosen word. This will help the children in knowing how to use the words in context.

Follow the same procedure for the other words.

Now, print the following on the board and do the same activity as above.

butter
farmer

milk
upset

cream
wooden

Phonemic Analysis Review

To help the pupils review these sounds, give each child cards with *bus* and *please* on them. In response to the following oral words, they hold up their cards for *bus* if they hear the /s/, and their cards for *please* if they hear the /z/.

because
cakes
present
as
clowns

sad
Boss
soon
has
class

house
such
cars
basket
this

Print these words on the board:

good soon

Have a pupil read them. Recall, with the children, the two sounds that *oo* may stand for.

To give the children practice in differentiating between the two sounds, duplicate and distribute the following worksheet:

good

soon

took
live
root
wood
shoot

toot
home
moon
came
cook

book
goat
boot
cream
look

In this word search, there are five words that have the same middle sound as in *good*, and five words that have the same middle sound as in *soon*. The pupils must find these among the jumbled words and print them on the lines in the appropriate columns.

Print the following key words on the board.

black
class
fly
glad
play
slip

brown
crash
drag
from
green
pray
train

Underline the *l* clusters and the *r* clusters with different colors of chalk.

Say each word to the group, as the pupils listen for the initial sounds.

Recall with the pupils what consonant clusters are — consonants appearing together, standing for separate sounds that are said almost together.

To review the children's understanding of clusters, distribute the following worksheet.

op
ight
ack

ay
ip
ob

ap
y
ug

eet
and
ed

fl _____
sl _____
pl _____

ice	ump	an	oat	cl _____
ad	ick	am	et	bl _____
ill	ake	ade	ash	gl _____
ot	ook	ame	ain	br _____
				gr _____
				tr _____
				cr _____
				fr _____
				pr _____
				dr _____

Have the children make as many words as they can.

Structural Analysis Review

Reviewing
verb
endings s,
es, ed, ing

Print the following words on the board:

misses	cooks	landed
added	shaking	making

Have a pupil read the words as you point to them.

Now, ask the children what root words are. After determining that the group remembers what root words are, ask a pupil to come up to the board and circle the root for *misses*.

Follow the same procedure for the other five words. When they circle the roots for words that ended in e (such as *shake* in *shaking*) remind them that the e must be put back after *ed* or *ing* is taken off.

Make sentence strips for the following sentences and cards for s, es, ed, and ing.

He miss us.
My mother bake a cake yesterday.
The bird was fly over us.
I want some peanuts last night.
We like ride in the car.
I am help my brother.
If she look over there, call her.

Insert the first sentence in the pocket chart. Have a pupil read it. Ask another pupil to come up and finish the verb with one of the four inflectional ending cards. In the fifth sentence, make sure the card is inserted to cover the final e in *ride*.

Ask another pupil to read the newly-completed sentence to make sure the correct ending was chosen.

Follow in this manner with the other sentences.

Print the following words on the board:

book + s = books
class + es = classes

Reviewing
plurals
with s,
es
(worksheet)

Have the pupils study the examples as you read them out to the group.

Review how to make plurals. To give the pupils help in this topic distribute the following worksheet:

basket + s	_____
boss + es	_____
crow + s	_____
bath + s	_____
brother + s	_____
loss + es	_____
gun + _____	_____
dish + _____	_____
hat + _____	_____
wish + _____	_____
train + _____	_____
bus + _____	_____

Reviewing
the structure
of compound
words

Note that after the first six words, the pupils have to give the plural ending as well as the spelling of the plural word.

Recall with the children what compound words are: two smaller words going together to make up one word. Elicit some compounds from the pupils.

Put these two lists of words on the board:

some	man
to	one
any	times
every	thing
mail	body
police	day
with	out

Ask a pupil to come up, choose a word from the left column, and join it to a word from the right column to make a compound. Print the word on the board. Ask the group if they agree that the word is a real word.

Follow this procedure until everyone has had at least one turn.

Reviewing
the structure
and meaning
of contractions

Recall what a contraction is with the pupils: two words put together to make a smaller word with the same meaning.

Print this example on the board:

he is = he's

To review the structure of contractions, print the following sentences and the list of contractions on the board.

<u>I will</u> go to the store.	Where's
He <u>cannot</u> come with me.	We're
<u>We are</u> going with you.	isn't
<u>I could</u> not stay.	couldn't
<u>Where is</u> the kitchen?	I'll
<u>He is</u> our friend.	He's
The lake <u>is not</u> over there.	can't

Have a pupil read the first sentence. Then, ask another pupil to suggest a contraction from the list that would substitute for the underlined words. If the group agrees with the choice, erase the underlined words and insert the contraction.

Follow in this manner until everyone has had a chance to work on at least one sentence.

Print the following sentences on the board:

Reviewing
possessive
forms with
's

(worksheet)

This book belongs to Jim.
This is Jim's book.
Where is the crow that belongs to Janey?
Where is Janey's crow?

Ask a pupil to read both sentences. Now, ask the group if there is any difference in the meaning of the two sentences. They should recognize that both sentences mean the same thing.

To review possessives, distribute the following worksheet.

That bike belongs to the girl.
That is the _____ bike.

I have a book that belongs to Pat.
I have _____ book.

Where is the watch that belongs to father?
Where is _____ watch?

I will get a present from Grandpa.
I will get _____ present.

Have the children complete the sentences by using the possessive form.

Spelling Review

*Reviewing
spelling
words based
on graphemic
bases*

Because of the number of words to be dictated, it might help to divide the dictation into groups throughout.

Prepare lined paper for dictation and give each child one sheet.

This sheet will be used during the three sections of the spelling exercise.

Dictate the following words to the group. These sentences could be used in the presentation.

Group 1

Where is that new coat — coat?

I'm sorry, but I broke a dish — dish.

Do you have a skin rash — rash?

Let's go to class now — class.

Group 2

We wash in the sink — sink.

How do you chop wood — wood?

I think I took the last cookie — took.

Isn't the moon bright — moon?

Group 3

My boot has a hole in it — boot.

Do you have a bank account — have?

I have seen them flying high — seen.

We have to rush out of the rain — rush.

Group 4

My mom got us a new slide — slide!

Here comes the passenger train — train.

I bet I can toss even further — toss.

Those shoes are mine — mine.

*Reviewing
spelling
of useful
words*

Print the first group of useful words on the board:

would

your

very

many

Let the pupils study them for a few seconds. Then, erase the board and dictate the words. These sentences could be used to present them.

I would like to stay — would.

Is this your hat — your?

I am very tired now — very.

There are many models to choose from — many.

Now, print the second group of words and follow the same procedure.

pull

give

from

someone

We must pull hard — pull!

I will give it to her — give.

Where is this wind coming from — from?

I think someone is at the door — someone.

Print the first group of spelling words on the board, then follow the procedure as was done with the “useful words.”

another
thought
girl
father
over

Will you have another sandwich — another?
I thought it was time to go — thought.
Here comes the new girl — girl.
Where is your father — father?
Let’s turn the wagon over — over.

Now, print the second group of spelling words on the board and follow the same procedure as before.

ever
brown
balloon
police
wheels
clown

Will you ever come down — ever?
That’s a dark brown dog — brown.
I rode in a balloon once — balloon.
Quick! get the police — police!
My bicycle has no wheels — wheels.
Terry is such a clown — clown.

Print the final group of spelling words and follow the same procedure as before.

engine
better
brother
learn
butter
farmer
milk

That is a powerful engine — engine.
We had better leave — better.
My brother is twenty-five — brother.
Can you learn the alphabet — learn?
My grandpa is a farmer — farmer.
How much milk do you drink in a day — milk?

Have each child enter in the list of difficult words in his or her spelling notebook any word or words he or she misspells.

LANGUAGE DEVELOPMENT

Objectives

Reviewing matching sentence beginnings and endings
Reviewing capitalizing and punctuating sentences
Reviewing irregular past tenses
Reviewing pronouns and antecedents

Materials Needed

A set of cards numbered 1-5 for each child
Lined paper for each child

*Reviewing
matching sentence
beginnings and
endings*

Sentence Awareness

Print the following sentence beginnings and endings on the chalkboard. Give each child a set of cards numbered 1-5.

- | | |
|----------------------------|---------------------------------|
| The farmer and his wife | 1. the farmer's wife shaped it. |
| The clowns were happy | 2. made butter. |
| Curt | 3. because they had some toys. |
| When the butter was smooth | 4. how to make butter? |
| Do you know | 5. is playing in the yard. |

Point to the first sentence beginning and ask a child to read it as the others follow along.
"Now look at the parts of sentences in the other row to find the ending that goes with 'The farmer and his wife.' Look at the number beside it. Then hold up your card with the same number on it."

When the cards have been raised, ask a pupil to read the ending selected. Then have another child read aloud the beginning and the ending, as the others listen to be sure the parts go together to make a complete sentence that makes sense.

Work in the same manner with the other sentence beginnings and endings.

*Reviewing
capitalizing and
punctuating
sentences*

Place the following sentences on the chalkboard and have the children add the necessary capitalization and punctuation; or you may wish to have the pupils copy the sentences on their papers, adding the capitalization and punctuation as they do so.

1. the farmer and his wife went to blueberry hill
2. we read a story called janey's boss
3. do you know how to get to the shopping center
4. nick's birthday is in may
5. mrs white likes mr mugs
6. miss hill said i could read a story
7. sam lives on green st
8. is maria going to see grandpa at christmas

Verb Forms

Print the following exercises on the chalkboard. Have the pupils read each sentence and the words at the end. Then direct them to select the word that correctly completes the sentence. Print the correct word in the blank space, or let a child do so, and then have a volunteer read the completed sentence.

*Reviewing
irregular past
tenses read, sat,
met, gave, fell,
flew, did, ran,
and got*

I

1. Miss Hill _____ a story this morning. read reading
2. The frog _____ on the flower. sit sat
3. The old man _____ us a story. tell told
4. Who _____ Mommy a present? gave give
5. Mr. Mugs _____ to the school. come came
6. The crow _____ in the window. fly flew
7. Jan _____ her work at school. do did

II

*Reviewing
irregular past
tenses saw,
have seen, had seen,
was, and were*

1. The children _____ the balloon when they went to the show. see saw
2. Jan and Claire have _____ some clowns. saw seen see
3. Fritz _____ a magic turtle. saw seen
4. Everybody had _____ Mr. Mugs in the water. seen see saw
5. Janey had _____ the crow. seen saw see
6. The butter _____ in the basket. was saw were

Pronouns and Antecedents

*Reviewing
pronouns and their
antecedents*

Print the following pairs of sentences on the chalkboard. Have the pupils read each pair of sentences and note the underlined pronoun in the second sentence. Then have them name the word (or words) in the first sentence that the pronoun replaces.

1. The book is blue.
It is on the TV.
2. Janey has a toy clown.
She has a pet crow too.
3. Jack went to the woods.
He took his basket.
4. Maria and I are going to the show?
May Pat come with us?

WRITING

Objectives

Reviewing vocabulary charts
Reviewing personal writing
Reviewing printing of sentences to answer questions

Materials Needed

Vocabulary charts
Examples of personal writing
Personal Journals
Lined sheets of paper

Developing Readiness for Creative Writing

Review the vocabulary charts. As each chart is displayed, have the pupils read as many of the words as they can. If there are words they don't recall, read them to the children and then have the children read them after you.

Have the children gather together several examples of personal writing they have done recently. Let each child select a favorite piece of writing and read it to the rest of the group.

If some children wish to do so, provide time for them to share Personal Journal entries.

Printing

To review the printing of letters and of sentences to answer questions, print the following on the chalkboard.

went fishing fell into the water

What did Mr. Mugs do?

Mr. Mugs

Have the children read the sentence and answer the question using one of the phrases at the top of the board. Then have them print the answer on their sheets of lined paper.

Additional review in printing is provided in the *Spirit Duplication Masters / Self-Help Activities*.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters / Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying spelling words

Spelling Tightrope

Objective

Recognizing and identifying spelling words

Number of Players

Two

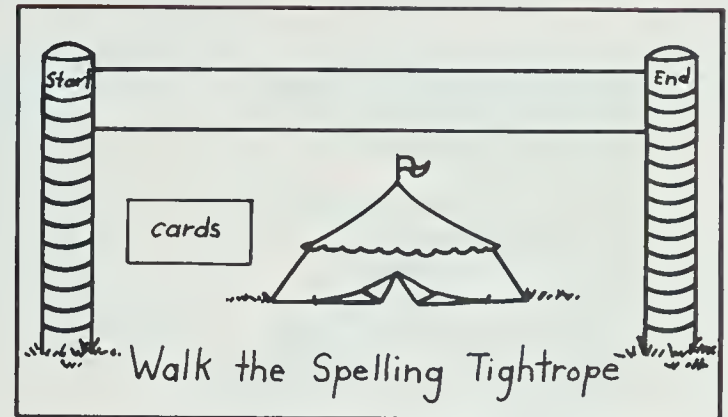
Materials Needed

A "Spelling Tightrope" board

A set of cards for spelling words such as *morning*, *another*, *thought*, *girl*, *father*, *over*, *ever*, *brown*, *balloon*, *police*, *wheels*, *clown*, *engine*, *better*, *brother*, *learn*, *butter*, *farmer*, *milk*

Procedure

The first player picks a card and reads the spelling word to the second player. If the second player can spell the word correctly, the card is placed on his/her tightrope. The first player to fill a tightrope by placing word cards side by side is the winner.



INQUIRY SKILLS

Using the table of contents
 Developing purposes for reading
 Reacting to picture; relating picture to personal experiences
 Drawing inferences
 Going on a field trip; observing the immediate neighborhood
 Making a chart of questions
 Discussing the community
 Reviewing use of the data sheet
 Identifying locations for a field trip
 Answering the questions: making charts and pictures
 Reporting orally; making booklet or bulletin board display
 Evaluating the field trip
 Valuing the city or community

INTEGRATIVE OPTIONS

Booklets — making a booklet
 Visual Arts — making collages; making a mural; making a table-top model
 Making Maps — drawing maps
 Music — recreating sounds of the city
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Observing special words
 Recognizing and identifying the phoneme-grapheme correspondence /z/s
 Recognizing and identifying consonant clusters *tr, fr, dr*
 *Recognizing and identifying phoneme-grapheme correspondences /st/st, /s/ce, /s/ci
 Recognizing and identifying the dropping of final *e* before verb endings *ed, ing*
 *Recognizing and identifying words using graphemic base *all*
 Spelling words using graphemic bases
 Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Discriminating between complete sentences and fragments; expanding fragments
 Discriminating between statements and questions
 Recognizing and reading run-over sentences
 Recognizing paragraphing
 Recognizing and identifying use of exclamation points, dashes, commas, apostrophes, periods, question marks
 Punctuating sentences
 Recognizing and identifying homonyms

WRITING

Integrating speaking, writing, reading relationships; building vocabulary charts
 Applying comprehension, decoding, language, printing skills to produce personal writing
 Printing related sentences to write a story

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying consonant clusters *tr, br, cr, fr, dr, st*

Literary Appreciation**

Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to identify words
 Listening to identify phoneme-grapheme correspondences /z/s, /st/st, /s/ce, /s/ci

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Using the table of contents
 Developing purposes for reading
 Reacting to picture; relating picture to personal experiences
 Drawing inferences
 Going on a field trip; observing the immediate neighborhood
 Making a chart of questions
 Discussing the community
 Reviewing use of the data sheet; using data sheets
 Identifying locations for a field trip
 Making observations
 Answering the questions: making charts and pictures
 Reporting orally; making booklet or bulletin-board display
 Evaluating the field trip
 Valuing the city or community

Summary Chart of Research Activity

Starting Point	Questions	Collecting Information	Organizing Information	Presenting Information	Evaluating	Valuing
Reading and discussing text selection	Questions about buildings, work, entertainment, transportation, and shopping in the city	Completing data sheets during field trip	Answering the questions; making pictures and chart stories	Reporting orally	Discussing field trip	Evaluating the city as a place to live

Starting Point

*Using the table of contents
 Developing purposes for reading*

*Reacting to picture;
 relating picture to personal experiences;
 drawing inferences*

Have the children turn to the table of contents. Have the children open their books and look at the pictures on pages 16 and 17. They will see immediately that this is a factual account.

Go through this selection page by page with the group, letting the children read the text and pictures, discussing and offering their comments. Pause at the end of each page to allow for further discussion.

Page 6: "How does this picture make you feel? Why is the city such a busy place? Why are there so many tall buildings and wide streets in the city? Have you ever been to the top of a very high building? What did you see? Did you like being up so high? Do you think the part of the city shown in the picture is old or new? Tell why you think so. Would you like to live in this part of the city? Why or why not?"

Page 7: "What do you think the people in the picture are doing? Have you ever been to a parade? If so, what did you see? Did you like the parade? Do you like being in a big crowd of people like this one? Why or why not? How do you think the policeman is helping the people in the picture? Tell some other ways that police help people."

Page 8: "Have you ever eaten at an outside restaurant like this? Why might it be fun to eat at a restaurant like this? Do you like going shopping downtown in a big city? Why? What kinds of stores would you expect to find there?"

Page 9: "Have you ever been in a bike race? Tell about it. What other things do children do in the city for fun? Where do children play in the city? Do you think it is more fun for children to live in the city or in the country? Why?"

Pages 10 and 11: "Is this market like the place you go shopping for food? How is it like your shopping place? How is it different? Do you think it would be fun to shop in this market? Why? Would you buy some of the pears in the picture too?"

Pages 12 and 13: "Why might the family be moving? How do you think the little girl feels about moving? Why? Have you ever moved? If so, tell about it."

Pages 14-15: "What is happening in this picture? What do you think the little girl and her father are thinking about as they watch the carnival? What other special events happen in the city? Are there lots of things for children to do and see in the city? Why do you like living in the city? or Do you think you would like living in the city? Why?"

Questions

If it is at all possible, take the children on a field trip to the downtown area of a big city. The first part of the lesson plan that follows is designed for teachers who are able to do so. The second part suggests how the lesson plan can be adapted for those who do not live in or near a city.

1. Whether they live in a city, a town or in the country, the children should first be taken on a walking trip around their immediate neighborhood. Call to their attention things like signs — what they say and what they mean, corner stores, a park, anything of local interest. This will establish the faculty of really *seeing* what they are looking at.

The location of the school in relation to a city will determine how you will go there with your pupils. The school may be close enough to the heart of a city that a short walk will take the children there. It may be necessary to use public transportation; this is good, for the children will gain much from the experience. If the school is in an outlying area, parents may volunteer to drive the children to the city or a bus may be rented.

In the planning time before the trip, the children should talk about all the things they might see. A question chart could be developed. It might be somewhat as follows:

Things to Look For

1. What kinds of houses and buildings are there in the city?
2. What kinds of jobs do people do who work in the city?
3. What things do people do for fun in the city?
4. How do people travel from one place to another in the city?
5. What different kinds of stores are there in the city?

This chart sets the purposes for the trip. Divide the group of children into sub-groups. Let each sub-group choose one of the questions on the chart as the focus for their observations and notes during the trip.

2. Discuss with the children how your community fills the needs of its people just as the city does — by providing homes, jobs, entertainment, transportation, and shopping. Plan a field trip with the group to explore these aspects of your community. The trip may be by bus or on foot depending on your circumstances.

Develop a question chart similar to the one above, applying it to your community.

Collecting Information

1. Before you go on the field trip, ask the pupils what they think they should do to show and to help remember the information their group is responsible for. Elicit that they should record their findings on a data sheet. The children can record the information on their sheets in words and pictures.

Let a group of children locate the city on a map to see it in relation to the rest of the world. Another group should locate the city on a map of Canada. Another group might find the city on a map of the province. A city map should also be available, to show the location of the downtown area, of the suburbs, and to establish directions.

After all the necessary permissions have been obtained, go to the downtown area of the city. Take along a camera to record some of the things seen. If a tape recorder is available, take it along as well to record some of the sounds heard on the trip, for example, traffic, a bus pulling away from a curb, the bus driver speaking, sounds of the children's voices on the bus, trucks, or the subway. You may wish to operate the camera and tape recorder yourself or assign these jobs to members of the group.

While walking around the city, point things out to the children. Notice the buildings, the signs, how people move about, count the number of stories of some buildings. While sounds are being recorded, it is also necessary to have the children listen to the different sounds around them.

*Going on a
field trip*

*Observing the
immediate
neighborhood*

*Making a
chart of
questions*

*Discussing
the community*

*Making a
chart of questions*

*Reviewing use
of the data sheet*

*Identifying
locations for
a field trip*

*Making
observations*

Using data
sheets

As the pupils make observations, discuss what they see, and record information, guide them in establishing how what they see and hear relates to the questions they are concerned in answering.

2. Adapt the above procedures to suit your needs as you take the children on a field trip around your community.

Organizing Information

Answering the
questions:
making charts
and pictures

When the children return to the classroom after their trip, refer to the research questions. "Did you find what you wanted to know?" Have the pupils discuss their findings using their data sheets.

Discuss with the groups what kinds of records they will make of their findings. You may wish to have each group make an experience chart story and pictures showing what information they collected.

Presenting Information

Reporting
orally

Have the children take turns using their chart stories and pictures to give oral reports to the group describing their findings.

Making
booklet or
bulletin-board
display

When the presentation is complete a booklet or bulletin-board display could be made of the children's work. Any photos or tapes made during the trip should be discussed and included in this display.

Evaluating

Evaluating the
field trip

"Why was going outside the classroom a good way to collect information about the city (or our community)?"

"What would you like to do in a different way the next time we go on a field trip to collect information? Why?"

At this point you may wish to consider evaluation of the pupils' work according to your specific objectives in social studies. You might also assess each pupil's participation, his or her understanding of the use of the data sheet, his or her ability to work with others, his or her ability to organize work assignments and materials.

Valuing

Valuing the
city or
community

"Is your city (or community) a good place for people to live? Give reasons for your answer."

INTEGRATIVE OPTIONS

Booklets

Making a Booklet. The children might like to be "newspaper people" and collect pictures from magazines of city scenes. Others might like to draw pictures of things they have seen in the city. A brief text should be written about each picture, and all the pictures should be gathered together to make up a large booklet on the city.

Visual Arts

Making Collages. The children might like to work together in groups to make collages on city themes, such as "Places to go in the city," "People," "Buildings," and so on.

Making a Mural. Some children might prefer to make a mural of their visit to the city.

Making a Table-top Model. Some children might enjoy making a table-top model of their community.

Using small cartons, boxes, sections of egg cartons, build a model of the neighborhood with the school as a central point. Draw a map of the neighborhood using cut out symbols for buildings and places of interest. Locate and mark with flags the children's own homes. Obtain an aerial view map if possible and compare it with the children's model.

Making Maps

Drawing Maps. Some children may want to make a map, showing the route taken to the city and to the downtown area (or around the community).

Music

Sounds of the City. If there are instruments available, let the children experiment to re-create the different sounds of the city that they heard.

Book Center

Story Books

Allinson, Bev. *Mandy and the Flying Map*. Women's Educational Press.

Mandy, an independent girl, climbs aboard a flying map to gain new perspectives on her community.

Allison, Rosemary. *The Travels of Ms. Beaver*. Women's Educational Press.

An enterprising beaver travels to Toronto to settle in Riverdale Park and build a dam.

Brandenberg, Franz. *No School Today!* Macmillan.

A brother and sister kitten take in the sights of the city on their way to school.

Kessel, Ethel and Leonard. *What Do You Play on a Summer Day?* Parents' Magazine Press.

A boy and girl find things to do in the city on a hot summer day.

Simon, Seymour. *Animals in Your Neighborhood*. Walker & Co.

A guide to animals to be observed in urban areas.

Film Center

Films

Our Class Works Together. 11 mins. Coronet, 1559.

Cities are Different and Alike. 10½ mins. Coronet, 303.

What is a City. 11 mins. Coronet, 1953.

Nature in the City. 13 mins. Marlin.

City Tree. 9 mins. Marlin.

Sidewalks and Similes. 13 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using oral definition clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /z/s

*Recognizing and identifying the phoneme-grapheme correspondences /s/ce, /s/ci

Recognizing and identifying consonant clusters *tr*, *fr*, *dr*

Recognizing and identifying the phoneme-grapheme correspondences /st/st

Recognizing and identifying phoneme-grapheme correspondences to print consonant clusters

Recognizing and identifying the dropping of final e before verb endings *ed* and *ing*

Recognizing and identifying words, using *st* and graphemic bases

*Recognizing and identifying words, using graphemic base *all*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

Sentence strips and word cards (See below)

A set of cards numbered 1-8 for each pupil

Lines on the board for chalkboard dictation

Sheets of paper lined for printing

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *City, tall, people, friend, shopping, buying, their, busy, fruit, these, moving, carrying, even, hall,*

Decodable Words: *trucks, buses, downtown, eat, bike, race, fresh, drive*

Enrichment Words: *building, market, pears, boxes, furniture, parade, dragon*

Recognizing
and identifying
new words
using context
clues

Make sentence strips for the following incomplete sentences, and word cards for the words to be considered.

A giraffe is _____. hall tall
We live in the _____. city car
Where are all the _____ going? people trees
Mr. Mugs is my _____. friend tent
We went _____ at the shopping center. bobbing shopping
Are you _____ a new hat? being buying
We may _____ win a prize. even every

Now, hold up the word cards for *hall* and *tall*. Ask a pupil to read them and suggest which word should be used to complete the sentence. Have the child insert the chosen word card into the appropriate spot.

Ask another child to read the sentence, as the others listen to check that the correct word was chosen.

Follow the same procedure for the other sentences.

Print these words on the board. Give each pupil a set of cards numbered 1-8.

Recognizing
and identifying
new words
using oral
definition
clues

1. trucks
2. busy
3. fruit
4. these
5. carrying
6. their
7. hall
8. downtown

Point to each word and say it. Have the group repeat the words a second time with you.

To help the children clarify the meanings of these words, present the following oral definition clues:

Apples are this; so are oranges and bananas.

This word means "belonging to them."

This word is the opposite of *those*.

When you lift something and take it somewhere, you are _____ it.

This word means "full of work or activity; having a lot to do."

You walk down this to get to your bedroom.

Read out the first clue. Ask the children to look at the board and find which word is being defined. They are then to notice the number beside the word, and hold up the card with that number on it.

Have a child read the word, as the others listen to check that the correct word has been chosen. After the word has been agreed upon, checkmark it.

Follow this procedure for the rest of the clues.

When all the clues have been given, the pupils will note that two words on the board have not been checked off (*trucks* and *downtown*). Let volunteers define these words, and have the rest of the group judge whether or not the definitions are correct.

Print the following words on the board:

people
buying
their
busy

Observing
special
words:
people,
buying,
their,
busy

Have the children say each word as you point to it. Note that there is a surprise in each

word — the spelling is different from what you would expect when you hear the word. Call attention to:

- the silent *o* following the first *e* in *people*, making the *e* stand for the sound of its own name — the silent *e* at the end;
- the silent *u* in *buying*;
- the spelling of *their* as opposed to *there*;
- the *u* standing for /i/ and the *s* standing for /z/ in *busy*.

Remind the pupils that they should try to remember these words so that they will recognize them if they come upon them in their reading.

Phonemic Analysis

Print the following words on the board:

Recognizing
and identifying
correspondence
/z/s

is
busy
these

Have a child read all three words.

Now ask what sound *s* stands for in each word. The group should recognize it as the /z/ sound.

Elicit from the children other words in which *s* stands for /z/ and list them on the board.

Use some of the words in oral sentences made up by the group, or in sentences like these:

We are *busy* cleaning the house.
Are *these* your glasses?
My *toys* are over there.
This *is* my room.

Recall that *s* sometimes stands for the /s/ sound and sometimes for the /z/ sound. Explain that there are other letters that stand for more than one sound. Print the following on the board:

Recognizing
and identifying
correspondences
/s/ci, /s/ce

race city come

Ask a pupil to read each word and tell whether the *e* in *race* stands for the same sound as the *c* in *city*. Then ask whether the letter *c* in *race* and *city* stands for the same sounds as the letter *c* in *come*.

For additional practice, print the following words on the board:

cold	doctor	space
dance	place	police
cake	curls	because

Say the words and have individuals come up to the chalkboard and underline the words in which the letter *c* stands for the first sound heard in *city* (*dance*, *place*, *space*, and *police*). Ask pupils to circle the words in which the letter *c* stands for the sound heard at the beginning of *come*. Then let the group read both sets of words for auditory practice.

Print the following words on the board:

Recognizing
and identifying
consonant
clusters
tr, fr, dr

trip fright drop

Have a pupil come up to the board, point to each word and say it.

Recall with the group what consonant clusters are. Ask a child to identify the cluster in each word. Underline each cluster with a different color.

Say the following words, *stop*, *stay*, *still*, *story*, as the pupils listen for the initial sounds in each word. Have the children note that these words all begin with the same two sounds. Elicit other words beginning with these sounds.

For additional auditory recognition, pronounce the following pairs of words as the pupils listen for the initial sound or sounds.

sack	seam	sick	sop	sun
stack	steam	stick	stop	stun

Recognizing
and identifying
correspondence
/st/st

Print the following words on the board, saying each one as it is put down:

stop
stay
still
story

Lead the pupils to see that the words all begin with the same two letters and have the letters identified as *s -t*. Remark that there are many words containing the consonant cluster *st*, and that the *st* may come in the middle or at the end of a word, as well as at the beginning. Demonstrate by saying the following words and having the pupils tell where the *st* comes in each word: *stick, first, instead, blast, constant, station*.

Prepare the lined board and distribute sheets of paper lined for printing. The pupils are to follow the directions given for each group.

The following sentences could be used to present the dictated words.

*Taking
chalkboard
dictation;
listening
and printing*

Group 1

Ask the pupils to print an *a* in the middle of each of four printing areas. They are then to print the required letters before and after the *a* to form the dictated words.

They tried to drag the big log home — drag.
Did he stab the burglar with a knife — stab?
The mouse escaped from the trap — trap.
A male deer is sometimes called a stag — stag.

When the words have been printed, have them read.

Group 2

Ask the pupils to print an *a* and an *e* in each group of four printing areas, leaving space before the *a* and between the *a* and the *e*. They are then to print the required letters before the *a* and between the *a* and the *e*, to form the dictated words.

The cake was stale — stale.
Pull the drape across the window — drape.
I'll trade my top for your kite — trade.
Tanya's picture has a white frame — frame.

When the words have been printed, have them read.

Group 3

Ask the pupils to print the *ai* in the middle of each of the four printing areas. They are then to print the required letters before and after the *ai* to form the dictated words.

That pale, thin child looks frail — frail.
Daddy put redwood stain on the chairs — stain.
Follow the trail through the woods — trail.
Is that drain clogged again — drain?

When the words have been printed, have them read.

Group 4

Ask the pupils to print *ay* at the end of each of four printing areas. They are then to print the required letters before *ay* to form the dictated words.

How long can you stay — stay?
Put the cups on the red tray — tray.
A cart used for heavy loads is called a dray — dray.

When the words have been printed, have them read.

Structural Analysis

Recognizing
and identifying
dropping
final e
before ed, ing

Print the following words on the board:

race raced racing

Have a child read the words.

Ask the pupils if they remember what happens when you added *ed* and *ing* to verbs ending with *e*: you drop the *e* before adding *ed* or *ing*.

Give the pupils practice in this by printing the following lists on the board:

move + ed = _____	+ ing = _____
dance + ed = _____	+ ing = _____
change + ed = _____	+ ing = _____
live + ed = _____	+ ing = _____
shape + ed = _____	+ ing = _____
bake + ed = _____	+ ing = _____

Select pupils to come up and print the correct words on the blanks.

Recognizing
and identifying
words, using
st and
graphemic
bases

Explain that new words can be made by changing the initial letter or letters of key words to *st*. Print the following pairs of words on the board and have the initial letters and graphemic base in each pair identified.

back	whale	and	say	pick	will	joke
stack	stale	stand	stay	stick	still	stake
top	jump	run	my	splash	think	wood
stop	stump	stun	sty	stash	stink	stood
train						
stain						

Recognizing
and identifying
words, using
graphemic
base
all

To introduce graphemic base *all*, print the following columns of words on the board.

all
ball
call
fall
gall
hall
mall
stall
tall
wall

Have the words read, and the part that is the same in all the words underlined. Point out that only the first letter or first two letters are changed to form different words that rhyme. Call upon volunteers to use some of the words in meaningful sentences.

Place the following key words on the board and have them read: *can, all, truck, back, jump, say, not, pet, boss, bean, big, my*.

Print the following sentences on the board:

That man is very tall.
My dad's truck stalled on the tracks.
There's a stump by the hay stack.
He shot the puck into the net.
Let's go to the shopping mall.
Can a duck cluck?
Toss the ball over the wall.
Clean the muck out of the pig sty.

Reading
in context
words formed
on graphemic
bases

Point to the sentences in random order and have the pupils read them. They may be read individually or in a group. Check for correct pronunciation at this time. If a child stumbles over a word, refer her or him to the key word involved.

Spelling

Spelling words
formed on
graphemic base
all

Print the following word on the board:

tall

Have a pupil read the word and identify each letter in the word.

Distribute lined sheets of paper for dictation. The pupils add letters to the graphemic bases to form the dictated words. These sentences could help present the words.

Jump over the wall — wall.

Let's play ball — ball!

Give a loud call — call.

How tall are you — tall?

Ask the pupils to print the word *all*, and then print the following words as you indicate the initial consonant or consonants each time:

all ball call fall gall hall mall stall tall wall

Spelling
useful
words,
these,
their

Print these words on the board:

these their

Read each word, pointing to it as it is said.

Use the words in oral sentences to show their use, then erase them off the board.

Dictate the words to group using these sentences.

I have these new skates — these.

Where are their coats — their?

Have the words entered in the list of useful words in the spelling notebooks.

Print the following words on the board:

people busy city carry

Spelling
words
people,
busy,
city, carry

Point to each word and say it, then let the pupils say the words with you.

Have the pupils copy each word five times on their worksheets. Remind them to check each word they print, to be sure they have included all the letters in the right order. Then have the words entered in the spelling notebooks.

Now, dictate the words to the children. These sentences could be used to present the words:

Where have all the people gone — people?

Toronto is a very big city — city.

Tommy is busy helping Dad — busy.

Will you please carry some of those bags — carry?

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Discriminating between sentence fragments and complete sentences; expanding sentence fragments into complete sentences

Discriminating between statements and questions

Recognizing and reading runover sentences

Recognizing paragraphing

Recognizing and identifying use of exclamation points, dashes, commas, apostrophes, periods, and question marks

Punctuating sentences

Recognizing and identifying homonyms

Materials Needed

A period card and a question mark card for each child in the group

Several blank word cards

The readers

Cards for the following words: *ice, city, people, many, friend, buy, their, downtown, race, even*

Sentence Awareness

Print the following words on the chalkboard:

the city

Ask a child to read the words and have the group tell whether or not they form a complete sentence. Then you might ask:

“Why isn’t this a finished sentence?”

“What words can you put with the words on the board to make a finished sentence?”

Print the sentence the pupils suggest on the chalkboard and underline the words *the city*. Have a pupil read the sentence with a finished inflection and establish that it is a finished sentence.

Have the children suggest other ways they might use the words *the city* in sentences. Print the sentences on the board, underlining *the city* each time. With the children, read the sentences with a finished inflection and establish that they are finished sentences. If a child suggests a sentence beginning with the words *The city*, elicit that the first letter must be capitalized. The pupils might suggest sentences such as:

We live in *the city*.

We are going to *the city* to buy something.

The city is a busy place.

We love living in *the city*.

For further work in expanding sentence fragments, use groups of words such as the following:

tall buildings

going shopping

on Saturday morning

ride your

As the children suggest sentences, print them on the chalkboard, underlining the key words each time. Have the children read the sentences to be sure they are finished and the words are in the right order.

Proceed somewhat as follows to have the children discriminate between statements and questions.

“You have read many sentences in the story ‘The City Is.’ Some sentences tell us something. They are called telling sentences. Listen as I read two telling sentences.

We like to ride our bikes.

There is a big dragon at city hall.

“What telling sentence can you give us?” Have two or more pupils suggest examples of telling sentences.

“Some sentences ask us something. They are called asking sentences or questions. Listen as I read two questions.

Will the people buy some fruit?

How many people are in the city?

“What questions can you give us?” Have two or more pupils suggest examples of questions. Refer to the following sentences and questions on the chalkboard.

In the city, people go to school and to work.

Pat and Maria are going shopping downtown.

Will I find some new friends?

*Discriminating
between sentence
fragments and
complete sentences;
expanding sentence
fragments into
complete sentences*

*Discriminating
between statements
and questions*

There are people dancing at city hall.
Where is your home?
The moving men are carrying boxes into the truck.

Recognizing and
reading runover
sentences

Have the children read each sentence in turn and tell whether it is a telling sentence or a question. Encourage the pupils to explain how they know whether a sentence is a telling sentence or a question (by the vocal inflection of the reader; by the punctuation; by the beginning word; by the purpose of the sentence).

Recall with the children that when they write something and come to the end of the line before a sentence is finished, they put the rest of the sentence on the next line, starting at the left and going to the right. Have the pupils find the first runover sentence on page 15. Ask a volunteer to read it aloud, as the others listen to be sure he or she reads the sentence as a whole and does not pause at the end of the first, second, or third line.

Have the children find and read other runover sentences in the selection.

Recognizing
paragraphing

After the children have located and read several runover sentences, refer to specific paragraphs in the story and explain (or review) that a group of two or more sentences, telling about the same thing, is called a paragraph.

Punctuation and Graphics

Recognizing and
identifying use of
exclamation points,
dashes, and commas

Print an exclamation point on the chalkboard and review its function with the group. Have the children find the exclamation point on page 9 in their readers and ask one or more pupils to read the line in which the exclamation mark appears. Encourage the children to read the line the way that the exclamation point tells them to read.

Have the children look through the selection to find and read other sentences that end with exclamation points.

Have the pupils turn back to page 6 in their readers, and direct their attention to the mark after the words *The city is —*. Ask whether anyone remembers the name of the little line that is printed there. Elicit the word *dash* and recall with the pupils that the dash tells them to make a pause whenever they see it in their reading.

“What other marks tell you to make a pause in your reading?”

“Which mark tells you to make a longer pause, the comma or the dash?”

“Establish that the dash indicates a longer pause than the comma indicates, but a shorter pause than a period indicates. Point out that the words before a dash are read with an unfinished inflection and have a child demonstrate this by reading the sentence.

Have the children note other dashes in the reader story and recall that in many cases more information is given after the dash than before the dash. Have the children tell whether this is true in some of the text sentences containing dashes.

Have the pupils turn again to page 6 in their readers and ask them to find a comma in the text. Recall (or explain) that this punctuation mark tells readers to make a little pause, which helps them understand what they are reading. Have the children take turns reading sentences containing commas, pausing slightly where indicated.

Recognizing and
identifying use of
periods and
question marks;
punctuating
sentences

Have the children find some questions in the reader selection. Discuss the reasons for the use of the question marks and then have the pupils read the questions in the way the punctuation tells them to read.

Have the pupils find some telling sentences in the selection and discuss the reasons for the use of the periods. Ask volunteers to read the statements in the way the punctuation tells them to read.

Refer to the following sentences on the chalkboard.

Mr. Mugs likes the city
Will we find some new friends
There are tall buildings in the city
Can you ride your bike in the city
Mommy and Daddy like to go shopping downtown
The children will have a bike race
Who will win the race

Distribute a period card and a question mark card to each child in the group. Direct attention to the first sentence on the board. Ask a child to read the sentence aloud as the others follow

along silently. Have each child raise the card that correctly indicates what punctuation mark should be placed at the end of the sentence. Then let a volunteer place the correct punctuation mark on the board.

Continue in the same manner with the rest of the sentences and questions.

Print the following sentences on the chalkboard.

The city is tall buildings, big streets, cars, and trucks.
 The city is big buses busy shopping centers and many people.
 Curt likes zoo animals balloons cars trains and Mr. Mugs.
 Jan likes boats helicopters birds and babies.

Refer to the first sentence and have the pupils note the commas. Ask a child to read the sentence as the punctuation indicates.

Have a pupil read the second sentence aloud as the others follow along silently. Ask the children where they think the commas should be placed, and establish the correct punctuation co-operatively. Have volunteers take turns printing the commas in the sentence and reading the completed sentence aloud.

Continue in the same manner with the third and fourth sentences.

Homonyms

Print the following groups of sentences on the chalkboard and have the children read them.

The people are rushing by the buildings.
 Jack will buy some fruit.
 There are many things to do in the city.
 Curt and Pat can ride their bikes after school.
 There two tall buildings on that street.
 Many people go to market every Saturday.
 Mr. Mugs likes the city too.

Ask the children to read the first pair of sentences again to find a word in the first sentence that sounds the same as a word in the second sentence.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, and printing skills to produce personal writing
 Printing related sentences to write a story

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Develop with the children a chart listing phrases related to doing things in the city.

In the City	
go shopping	visit the library
see the harbor	play in the park
eat in a restaurant	go to the movies
ride the subway	play mini-golf

The children might like to write personal accounts of visits downtown or to a city.

Recognizing and
 identifying use of
 commas;
 punctuating
 sentences

Recognizing and
 identifying
 homonyms

Integrating
 speaking,
 writing, and
 reading
 relationships;
 making a
 vocabulary chart

Printing and Directed Writing

Printing
sentences
to complete
a story

Introduce the printing of related sentences to make a story by putting the following on the chalkboard.

There are long _____
in a big city. People
go _____ on
red or yellow buses.
People drive cars or
_____ on the
streets. Boys and _____
girls ride bikes.

Word Bank	
girls	streets
trucks	downtown

Have the children read the first sentence and decide which word from the Word Bank completes the sentence. When the children have agreed on the word that makes sense in the sentence, print it in the blank. Continue with the children to complete each sentence. Then have the children copy the completed story on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying consonant
clusters *tr, br, cr, fr, dr, st*

Blend - It

Objective

Recognizing and identifying consonant
clusters *tr, br, cr, fr, dr, st*

Numbers of Players

Two to Four

Materials Needed

One "Blend-It" board

One die marked *tr, br, cr, fr, dr, st*

Blend-It	—ight	—and
—ip	—ick	—ash
—ook	—ain	—op
—ack	—ot	You Win!

Procedure

Each player rolls the die in turn. If the player can make a word by combining the consonant cluster on the die with one of the bases on the board, he or she places a marker on that base. The first player to place a marker on each base wins.

Decoding Skills:
Phonemic
Analysis

COMPREHENSION

Using the table of contents
Formulating questions
Observing picture details
Drawing inferences
Making judgments
Recalling details; verifying answers
Discussing illustrations as a source of information
Speculating
Recognizing cause-and-effect relationships

INTEGRATIVE OPTIONS

Drama — dramatizing the reader story
Library Books — making a book display
Health — making "mouse lunches"
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying synonyms
Recognizing and identifying consonant clusters *pl, cl, fl*
*Recognizing and identifying phoneme-grapheme correspondences /sm/**sm**, /sw/**sw**, /är/**ar**
Recognizing initial, medial, final sounds in words
*Recognizing and identifying words doubling final consonant before verb endings *ed, ing*
*Recognizing and identifying words using graphemic bases *ark, ar*
Spelling words using graphemic bases
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing variation in sentence patterns
Recognizing and identifying correct word order in sentences
Recognizing and identifying exclamation; use of exclamation points
Recognizing and identifying use of commas, apostrophes, periods, question marks
Punctuating sentences
Recognizing and identifying pronouns and their antecedents

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Printing related sentences to write a story

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying core vocabulary words
Recognizing and identifying verb ending *ed*

Literary Appreciation**

Relating picture and story
Drawing inferences about story situation
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /sm/**sm**, /sw/**sw**, /är/**ar**

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Formulating questions
Observing picture details
Drawing inferences
Making judgments
Recalling details; verifying answers
Discussing illustrations as a source of information
Speculating
Recognizing cause-and-effect relationships

Developing Pupil Inquiry

*Using the table
of contents*

Have the group turn to the table of contents and find the title of the second selection in the book. Ask if anyone can read it to the group. If not, read it for them. Elicit from the children that this story is in two parts. Have them find and read the sub-titles, or read the sub-titles for the group.

*Formulating
questions*

"Are there any questions you would like to ask about this story? What would you like to know about Alexander?"

When someone volunteers a question, print it on the chalkboard or on a sheet of newsprint.

If the pupils don't ask any questions about Alexander, model the questions for them. You might say, "I would like to know who Alexander is. How would *you* ask me that question?"

When a child has asked the question, print it on the chalkboard.

"What else would you like to know about Alexander?"

If no one wants to know anything else or if the children have difficulty formulating further questions, continue your modeling of the questions. "I wonder what Alexander looks like. How would *you* ask that question?"

When someone volunteers, print the question under the first question on the chalkboard or newsprint.

Have the pupils look again at the table of contents and find the number of the page on which the first part of the story begins.

"Let's turn to page 16 and see what we can find out about Alexander."

*Observing
picture details*

Have the pupils turn to page 16 and look at the illustrations on pages 16 and 17. Discuss questions such as the following: "What do you see in the picture on page 16? What are they doing? What might they be talking about? What is happening in the picture on page 17? How does the girl sitting next to the mouse feel? Why might she feel this way?"

*Drawing
inferences*

*Formulating
questions*

"Is there anything else you want to know about the story after looking at this picture? What other questions would you like to ask?"

Some pupils will probably ask questions such as, "Is Alexander a mouse? Why is the mouse on the bus with the children?" If questions are not asked by the pupils, continue modeling the questions. Record these and other questions.

Have the pupils turn to page 18 and look at the illustration. Continue to discuss the illustrations and ask questions such as the following: "What are the little girl and the bus driver doing? Who might they be looking for?"

"Do you have any more questions to ask about this story now?"

Have the children turn to page 19 and look at the illustration.

"Where is Alexander now? Is this a good place for him to be? Why or why not? What might Alexander be thinking about?"

Let the pupils look at the illustrations on the succeeding pages of the story and discuss the happenings briefly.

After the discussion you might ask. "Do you have any other questions you would like to ask about this story?"

It is possible that after discussing the illustrations, the pupils may be able to answer some of

their initial questions. Do not discuss the answers at this time, but elicit from the children that they must read the story to see whether they can prove the answers they are thinking about. “Now let’s read the story to see what answers to our questions we can find.”

Developing Pupil Response

Reading
Recalling
details;
verifying
answers

Have the children read Part 1 of the story silently. When the pupils finish reading, refer them to the first question. Have the children answer this question. Then say, “Read us the line that tells us who Alexander is.” After the question has been answered and verified, have a pupil check it off.

“What answers did you find to the other questions?”

Discussing
illustrations as
a source of
information

Have the children discuss the answer to the second question. Then have someone read the portion of text that tells what Alexander looks like. “Where else can we find out about Alexander’s appearance?” Elicit that further information about Alexander is obtained by looking at the illustrations. Discuss with the children the idea that both text and illustrations can be used in answering the questions they set. Sometimes the pupils will not be able to find answers to their questions in the story text or illustrations.

Reading

Have the pupils read Part 2 silently. When all pupils finish reading, refer to the questions and read them with the pupils.

“Did you find the answers to your questions?”

Recalling details;
verifying
answers

Have the pupils tell the answers to the questions in their own words and verify them by reading aloud the pertinent story lines. If there are questions that cannot be answered by referring directly to story text, let the children answer in their own words.

Synthesizing

Recalling details

1. “What kinds of things did Alexander like to do? What words would you use to describe him?”

Drawing inferences

2. “Why do you think Alexander and his friends looked for good things to eat at night?”

Recalling details
Speculating

3. “Why did Alexander decide to go to school? Why do you think Alexander thought that ‘School’s a good place for a mouse to be’?”

Making
judgments;
inferring
feelings
Drawing
inferences

4. “Why did the bus driver get so angry? Was he right to get angry? Why or why not? How do you think the children on the bus felt when the bus driver yelled?”

5. “Why do you think Alexander got off the bus? How could he get the rest of the way to school?”

Speculating

6. “Do you think that Alexander will go to school? Do you think he will like it there? Why or why not?”

Developing Comprehension, Research, and Listening Skills

Recognizing cause-and-
effect relationships

Literal Comprehension. Print the following on the chalkboard. Have the pupils match the sentence parts on the left with the correct parts on the right.

- | | |
|---|---------------------------------|
| 1. Alexander got on a school bus because | • he was sitting by the window. |
| 2. The girl began to shout because | • he wanted to go to school. |
| 3. Alexander jumped down on the floor because | • she saw a mouse beside her. |
| 4. The bus driver was angry because | • the shouting frightened him. |
| 5. Alexander saw everything because | • someone was ringing the bell. |

Making
judgments

Critical Comprehension. Discuss with the children why Alexander was able to hide successfully from the people on the bus. Read the following list of animals for the group. Ask the children to tell whether or not each animal could hide on a school bus, and to give a reason for their answer.

- | | |
|---------------|-----------|
| a grasshopper | a dog |
| a snake | a giraffe |

- | | |
|------------|-----------|
| a kitten | a chicken |
| a cricket | a skunk |
| a canary | a seal |
| a goldfish | a lion |

Drawing
inferences

Creative Comprehension. “Alexander didn’t know that he was making the bell ring because he didn’t understand about the things people have. Listen as I tell you about some other things the way a mouse might describe them. Try to guess what each object is.”

1. “One day I climbed onto this box thing sitting on a table. There was a round flat part on the top of the box so I decided to curl up on it and have a nap. Suddenly I started going round and round in circles. You can believe that I woke up in a big hurry! When I looked up there was a big black round thing with a little hole in the middle coming down right on top of me. I got out of there fast! I could hear strange sounds coming out of that box after I left.”

2. “One day I was sleeping in my favorite corner underneath the chesterfield. Suddenly I was awakened by a loud roaring noise. It came closer and closer. The person who lives in the house stuck a long shiny tube under the chesterfield and before I knew it, I had been sucked up that tube! Boy was I frightened! I found myself in a big pouch full of fluff and dirt. The roaring went on for a long time and just when my ears were starting to hurt, it stopped. The machine was put into a cupboard, and when I figured it was safe I crawled down the tube to freedom. Was I glad to get out of there!”

INTEGRATIVE OPTIONS

Drama

Dramatizing. Some of the children would enjoy dramatic reading of the story, with individual children reading the lines of Alexander, the bus driver, the various children, and a narrator reading the non-spoken parts. Others might prefer dramatic play, acting out the story and making up their own actions and dialogue as they go.

Library Books

Book Display. In the Library Corner display books about mice and other small animals. Encourage the children to read some of these in their leisure time.

Have children who wish to do so, read books to the group after some preparation and practice.

Health

Mouse Lunches. Review with the children what Alexander took for lunch to school. Then write the following more “wholesome and well-balanced” mouse lunch on the chalkboard and read it for the group.

- 15 ml of milk
- one cracker with cheese
- one radish
- one slice apple
- one-half cookie

Have the children make up menus for mouse lunches and share them with the group.

Story Books

Book Center

Berson, Harold. *A Moose is Not a Mouse*. Crown Publishers, Inc.
The humorous tale of a mouse who thinks he is a moose.

Brady, Irene. *Wild Mouse*. Charles Scribner’s Sons.
The chronicle of the pregnancy of a wild mouse, the birth of her babies, and their life together.

Goodall, John S. *Naughty Nancy*. (Margaret K. McElderry) Atheneum.
A mischievous girl mouse disrupts her sister’s wedding.

Koci, Marta. *Ivan, Divan, and Zariman*. Parents’ Magazine Press.
Ivan has a private place in the attic of his house where he plays with his mouse friend Zariman on an old divan. One day Ivan’s mom gets rid of the divan and Ivan goes off to save his friend Zariman, at the dump.

Lobel, Arnold. *Mouse Soup*. Harper & Row.

A mouse entertains his captor, a weasel, with four stories and outwits him in the process.

Oakley, Graham. *The Church Mice and The Moon*. Atheneum.

A humorous story of a cat who saves his mice friends from being launched to the moon by scientists.

Roach, Marilynne K. *The Mouse and the Song*. Parents' Magazine Press.

The true story of a female mouse's life near the shores of a quiet pond and her love of music.

Films

Film Center

Walter the Lazy Mouse. 10 mins. Marlin.

Emily, Story of a Mouse. 5 mins. Marlin.

Anatole. 9 mins. Marlin.

The Country Mouse and the City Mouse. Coronet 1474.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition, phonemic, structural, and rhyming clues

Observing special words

Recognizing and identifying synonyms

Recognizing and identifying consonant clusters *pl, cl, fl*

* Recognizing and identifying the phoneme-grapheme correspondences /sm/**sm**, /sw/**sw**

* Recognizing and identifying the phoneme-grapheme correspondence /är/**ar**

Recognizing and identifying phoneme-grapheme correspondences to print initial and final letters

* Recognizing and identifying words doubling final consonant before verb endings *ed* and *ing*

Recognizing and identifying words, using *sm* and *sw* and graphemic bases

* Recognizing and identifying words, using graphemic bases *ark, ar*

Recognizing phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

* *Introduction to new element*

Materials Needed

A set of cards numbered 1-8 for each pupil

Cards for *sm* and *sw* for each pupil

Lines on the board for chalkboard dictation

Sheets of paper lined for spelling

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *Alexander, small, dark, mind, boys, lunch, look (n), himself, began, floor, driver, laugh (n), heard, poor, any, surely, smiled, grabbed, swing (v), ring, dropped, staring, sure, far*

Decodable Words: *seats, being, isn't quick, flash, past, bell, joke, everything, keeps, passed, rest*

Enrichment Words: *summer, sandwiches, its, everything*

Print these words on the board:

Alexander
dark
mind
boys
look
himself
any
driver
surely
poor

Point to each word and say it to the group. Have the children repeat them with you a second time.

To help the pupils gain an understanding of the words' meanings, present these incomplete sentences:

There are girls and _____ in our class.
He took one _____ and ran.
At night, it is _____.
He got some cake for _____.
_____ is a mouse.
Do we have _____ toys for her?
You _____ are coming, aren't you?
The _____ little mouse was frightened.
You think with your _____.
Where is the bus _____ ?

These sentences may be printed on the board or on a large sheet of lined paper.

Have a child read the first sentence. Now, ask the children what word from the list on the board would best complete the sentence. After the group has settled on a word, print it on the line.

Follow the same procedure for the other nine sentences. Checkmark each word in the list as it is used.

Give each pupil a set of cards numbered 1-8.

Now, print these words on the board:

1. smiled
2. grabbed
3. swing (v)
4. ring
5. dropped
6. far
7. lunch

Again, as in the other list, point to the words and say them. Have the pupils repeat them with you a second time.

To help the pupils' understanding of the meanings, present the following oral definition clues:

This makes a ringing sound. It begins with *b* and rhymes with *tell*.

This means "looked pleased or amused." It has the glided /i/ sound in it and the *ed* ending.

This means "a long way off." It is the opposite of *near*.

It is the meal you eat at noon.

This begins with *gr* and means "took hold of suddenly."

This means "go back and forth through the air, while holding on to something or sitting on a seat hung by ropes." It rhymes with *sing*.

This begins with *dr* and means "let fall."

Read the first clue. The pupils are to find in the list on the board the word that is described, look at the number beside the word, and hold up the card with that number on it. When all the cards have gone up, put a checkmark on the board beside the word selected.

Observing
special
words:
eyes,
floor, heard,
sure

Print the following words on the board:

eyes
floor
heard
sure

Point to each one and read it to the group. After this, point to the words in random order and have the pupils identify them. Note the /ī/ sound represented by eye in eyes; the two o's in floor; the ea in heard which does not stand for /ē/ sound you would expect; the s standing for the /sh/ sound

Recognizing
and identifying
synonyms

Review with the pupils what synonyms are: words that mean the same thing or nearly the same thing. Present the following words orally and have the pupils suggest synonyms. (The words on the right-hand side are listed as suggested synonym answers only. Accept any words that are actual synonyms to the given words.)

small — (little)
began — (started)
quick — (fast)
staring — (looking)
rushed — (hurried)
pretty — (beautiful)
angry — (cross)

Phonemic Analysis

Recognizing
and identifying
pl, cl, fl

Review consonant clusters with the children by printing the following words on the board:

play clean fly

Have a child read the words, then let the group suggest which letters in each word make up the clusters.

Recognizing
and identifying
correspondences
/sm/sm, /sw/sw

Say the following words to the pupils: *small, smiled, smell*. Ask them if they notice anything similar about these words. They should recognize the initial *sm*. Elicit other words with this cluster from the children.

Now, say these words: *swing, swat, swim*. Follow the same procedure as with *sw*.

To give additional practice in auditory perception, say the following pairs of words, as the pupils listen for the initial sound or sounds each time.

Sam	sack	sell	sash	sock	sing
swam	smack	smell	smash	smock	swing
sat	sell	soon	seep	serve	sift
sway	swell	swoon	sweep	swerve	swift

Help the children differentiate between the two consonant clusters by reading out the following words:

swat	smart	smile
swim	swell	smudge
sake	sour	swipe
smell	soap	sore

If the children hear the sounds *sm* stands for, they raise their right hands. If they hear the sounds *sw* stand for, they raise their left hands. If they hear neither, they remain still.

Print the following words on the board:

smiled	swing
small	swim
smell	swat

Point to each word and read it to the group. Have the children note the consonant clusters, then say the words with you.

To help the children differentiate visually between these clusters, make and distribute *sm* and *sw* cards for each pupil. In response to the following words (printed on the board or on cards) the pupils hold up *sm*, *sw*, or remain still.

swat	smart	soak
swell	soap	swipe
smack	sake	smiled

Recognizing
and identifying
correspondence
/àr/ar
Key word: car

Step 1: Hearing. Say the following words to the pupils: *car, dark, yard, farm, far*. Have them take note of the sound heard in the middle in each word.

Elicit from the group more words with the sound heard in *car*.

Step 2: Saying. As the pupils say words like *car*, observe them for correct pronunciation. They could watch as you show them first how to pronounce the words.

Step 3: Seeing. Print these words on the board:

car dark yard farm far

Point to each word and say it to the pupils. Have them repeat the words with you. Lead them to conclude that when a is followed by *r*, the two letters stand for the sound heard in *car*.

If you feel that some of the pupils need a chart for a while as a point of reference, the key word and picture will be *car*, and the other words used in this lesson might be included.

Prepare the lined chalkboard and lined sheets of paper for dictation. The pupils are to follow the directions given for each group.

The sentences below may be used to present the words.

Taking
chalkboard
dictation;
listening
and printing

Group 1

Ask the pupils to print *ar* in the middle of each of five printing areas. They are then to print the required letters before and after the *ar* to form the dictated words.

Jenny is a smart girl — smart.
Don't go too far from the house — far.
Did you see that bright star last night — star?
Mommy has a charm bracelet — charm.
It's Nick's turn to take a card — card.

When the words have been printed, call upon pupils working at their desks or tables to read them. After each word has been read, direct the pupils at the board to erase that word.

Group 2

Follow the same procedure as for *Group 1*.

Which part of the story did you like best — part?
Mimi's grandma lives on a farm — farm.
Joe will march in the parade — march.
Tina likes hard candies — hard.
Mr. Mugs likes to bark — bark*
*Specify *k*.

Group 3

The pupils are to listen carefully to the dictated words and print the letters that stand for the first two sounds heard in each word.

I played with my friend all day — played.
We modeled with clay — clay.
I swam over here by myself — swam!
How big is a fly — fly?
That cookie is so small — small.

Have the pupils at the board erase the clusters they have printed.

Group 4

Follow the same procedure as for *Group 3*.

The flag was waving in the breeze — flag.
Let's make plans for our picnic — plans.
Mommy's perfume smells nice — smells.
Cecile likes to play on the swings — swings.
Don't drop that plate — plate.

Structural Analysis

Print the following on the board:

stop	stopped	stopping
grab	grabbed	grabbing

Have a pupil read each group of words. Now, ask the group to study the words and tell what is different with the words ending in *ed* and *ing*. They should note that the final consonant has been doubled.

Explain to the children that when some verbs end with a consonant, that consonant is doubled when you add *ed* and *ing*.

To give the pupils practice in this, print the following on the board:

He is run all the way home.
Curt pat Mr. Mugs.
We stop at his house yesterday.
Are you plan to go on the train?
I tip over the plate.

Have a pupil read the first incomplete sentence. Instruct the group that *ed* or *ing* must be added to the verb to complete it.

Let the pupils suggest which ending would complete the verb. Choose a pupil to come up to the board and print the correct ending on the line. Remind him or her about doubling the consonant.

Ask another pupil to re-read the sentence to check for the accuracy in selecting the ending.

Follow the same procedure for the other sentences.

Explain to the pupils that new words can be made by changing the first letter or letters of key words to *sm* or *sw*, or by adding *sm* or *sw* to key words. Print the following groups of words on the board. Have the words pronounced and the part that is the same in words of each group underlined. Then have some of the new words used in meaningful sentences.

sack	tell	am	say	street	big	him
smack	smell	swam	sway	sweet	swig	swim
	swell					
	bug	splash	fish	line	all	
	smug	smash	swish	swine	small	

To present graphemic bases *ark* and *ar*, print the columns of words below on the chalkboard. Working with each column in turn, have the words pronounced and the part that is the same in all the words in the column identified and underlined.

dark	far
bark	bar
hark	car
lark	char
mark	jar
park	mar
shark	par
stark	star
	tar

Have some of the words used in meaningful sentences.

Recognizing
and identifying
doubling
final consonant
before adding
ed and ing

Recognizing
words, using
sm and sw
and
graphemic
bases

Recognizing
and identifying
words using
graphemic bases
ark and ar

Reading
in context
words formed
on graphemic
bases

Place the following key words on the board and have them read: *dark, far, all, soon, shoot, splash, am*.

Print the following sentences on the board:

I heard Mr. Mugs bark.
Can we go for a drive in the car?
It isn't very far to the park.
The lark is a small bird.
We saw the moon and stars last night.
Who smashed the jar of jam?

Point to the sentences in random order and select children to read them. Check for correct pronunciation of the words at this time.

Follow in this manner until every child has read at least one sentence. If a child stumbles over a word, refer him or her to the key word involved.

Spelling

Spelling
words formed
on graphemic
bases

Distribute lined sheets of paper for dictation. To form the dictated words, instruct the children to add the letters they hear to the bases *ark* or *ar*.

These sentences may be used to present the words:

I bought a yummy candy bar — bar.
How thick is tree bark — bark?
Your shoes will mar the floor — mar.
Print your mark here — mark.
Where is the jar of pickles — jar?

Ask the pupils to print the word *dark* on their worksheets and then print the following words as you indicate the initial consonant or consonants each time.

dark bark hark lark mark park shark stark

Ask the pupils to print *far*, then follow the same procedure to have them print the following.

far bar car char jar mar par star tar

Print the following words on the board.

eyes boys heard poor

Have a pupil read each word. Let the group study the words for a few seconds. Remind them to check to be sure they have put all the letters in the right order. Have the words entered in the spelling notebooks.

Erase the board and dictate the words to the pupils. These sentences could be used to aid in the dictation.

My eyes are brown — eyes.
Where are all the boys — boys?
I heard a whip-poor-will — heard.
That poor dog has a broken leg — poor.

If a child misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

Spelling
words
eyes, boys,
heard, poor

LANGUAGE DEVELOPMENT

Objectives

Recognizing variation in sentence patterns

Recognizing the importance of word order in sentences; recognizing and identifying correct word order

Recognizing and identifying exclamations; use of exclamation points
 Recognizing and identifying use of commas, apostrophes, periods, and question marks
 Punctuating sentences
 Recognizing and identifying pronouns and their antecedents

Materials Needed

Word cards (See below)
 A period card and a question mark card for each child in the group
 The readers

Sentence Awareness

Recognizing
 variation in
 sentence patterns

Print the following sentences on the chalkboard and ask individuals to read them aloud as the others follow along.

One summer day Alexander made up his mind to go to school.
 Alexander made up his mind to go to school one summer day.

Elicit from the children that both sentences contain the same words, but that the words *one summer day* appear in a different place in each sentence. Help the pupils understand that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

In the morning the bus roared by the house.
 In and out of the house Alexander ran.
 He was a funny mouse with pink ears and dark eyes.
 "I think I'll sit here," Alexander said.

Have the pupils read the sentence and then formulate a new sentence by rearranging the words. Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Give the children whatever guidance they need to formulate the sentences. They should soon be able to rearrange word order and formulate new sentences without help.

Continue in the same manner with the rest of the sentences on the chalkboard.

Arrange the following word cards in the pocket chart in this order:

on floor Alexander Down the went

Ask a pupil to read the words aloud. "Does that sentence make sense? Why not?"

"Let's put the words in the right order. Which word should come first? etc.

As the pupils give you the words, move the cards down to the next pocket to form:

Down on the floor went Alexander

Have the sentence read and ask the pupils whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card and have the sentence read once more.

Elicit that the words in the sentence may be rearranged to form:

Alexander went down on the floor.

Ask the pupils whether this sentence has the same meaning as the first one and whether it is a complete sentence.

Continue in the same manner to have the pupils indicate the correct word order for the following:

a	morning	beautiful	was	to	out	be	It
pet's	your	What	is	name			
The	angry	was	tall	driver	bus		
lunch	Peanut	good	sandwiches	butter	a	make	

Recognizing the
 importance of
 word order
 in sentences;
 recognizing and
 identifying
 correct word order

Punctuation and Graphics

Recognizing and
identifying
exclamations;
use of exclamation
points

Have the children turn to page 17 and read the last paragraph.

“Why do you think there are exclamation points after the words *A mouse! A mouse!*? How do you think the girl felt as she was saying these words? Read the sentence aloud the way you think it should be read.

Have the pupils find and read other exclamations in the text. Have them note the exclamation point in each case and encourage them to read as the punctuation tells them to read.

Recognizing and
identifying use of
commas and
apostrophes

Direct the pupils’ attention to one of the sentences on page 16 or 17 that contains a comma. Have the children find the comma and recall that this punctuation mark tells readers to make a little pause, which helps them understand what they are reading. Ask a volunteer to read the sentence aloud, pausing slightly at the comma, while the others listen to find out whether the sentence is read correctly.

Have the pupils find and read other sentences that contain commas.

Ask the children to turn to page 16 and find the contraction *school’s* in the text. Have the pupils note the apostrophe, and discuss that it shows readers that a letter has been left out of the second word represented in the contraction. Elicit that the contraction takes the place of the long form *school is* and that the letter *i* has been left out.

Have the children find other apostrophes in the story, and discuss their function with the group.

Briefly review the use of periods and question marks and then refer to the following sentences on the chalkboard.

Recognizing and
identifying use of
periods and
question marks;
punctuating
sentences

School’s a good place for a mouse to be
Would you like a funny mouse with pink ears for a pet
Did Alexander like riding on the bus
The bus driver didn’t see Alexander
The boys and girls jumped up on the seats
Are you afraid of a mouse
Don’t be angry on a beautiful day

Distribute a period card and a question mark card to each child in the group. Direct attention to the first sentence on the board. Ask a child to read the sentence aloud as the others follow along silently. Have each child raise the card that correctly indicates what punctuation mark should be placed at the end of the sentence. Then let a volunteer place the correct punctuation mark on the board.

Continue in the same manner with the rest of the sentences and questions.

Pronouns and Antecedents

Recognizing and
identifying
pronouns and their
antecedents

Ask the children questions such as the following and elicit answers somewhat as indicated in parentheses. If the children repeat the nouns in the questions instead of using pronouns in their responses, briefly explain the use of the pronouns and give two or three sample questions and answers. Print the questions and answers on the chalkboard, if necessary.

Who was Alexander?
(*He* was a mouse.)

What did he and his friends do at night?
(*They* looked for things to eat.)

What color was the school bus?
(*It* was yellow.)

Do you walk or ride the bus to school?
(*I* walk to school.)

Whom did Alexander sit next to on the bus?
(*He* sat next to a girl.)

What did the girl do when she saw Alexander?
(*She* began to shout.)

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing related sentences to write a story

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Have the children develop a list of descriptive words for pets.

*Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart*

How Pets Look

white rabbit	noisy budgie
fluffy kitten	curious gerbil
playful puppy	shy turtle
chirping canary	shiny goldfish

*Personal
Writing*

Discuss with the group what Alexander might have done when he got to school. "What did Alexander do when he got to the school yard? Did he try to play with the children? What did the children do and say when they saw Alexander. Did they let Alexander stay?

After the discussion, the children might choose to write a story about Alexander's day.

Printing and Directed Writing

Continue to have children complete sentences to make a story by printing the following on the chalkboard.

*Printing
sentences
to complete
a story*

Alexander was a
small _____. He
ran in and out
of the _____ all
day. At night he
looked for things
to _____. He had
_____ friends.

Word Bank

many	mouse
eat	house

Have the children read the first sentence and decide which word from the Word Bank completes the sentence. When the children have agreed on the word that makes sense in the sentence, print it in the blank. Continue with the children to complete each sentence. Then have the children copy the completed story on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying core vocabulary words
Recognizing and identifying inflectional verb ending *ed*

Who's on the Bus?

Objective

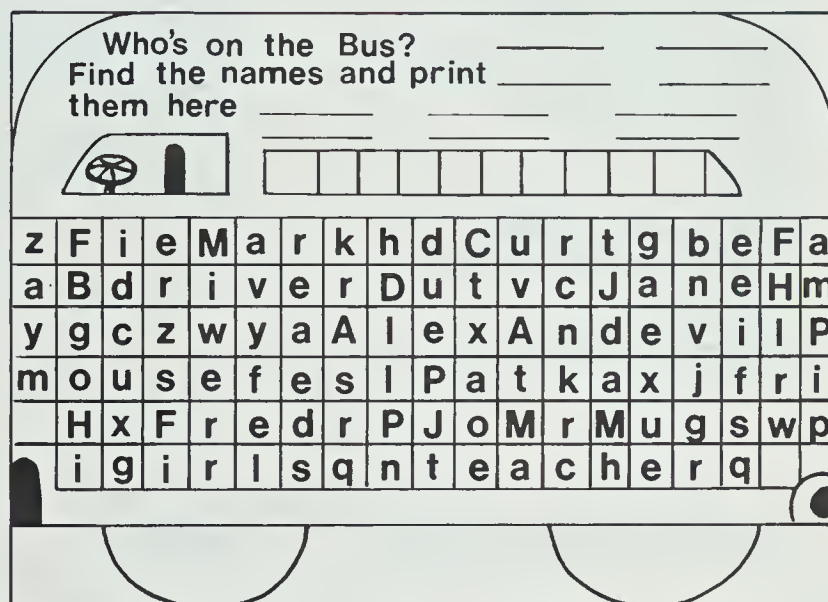
Recognizing and identifying core vocabulary words

Number of Players

One

Materials Needed

One "Who's on the Bus?" laminated board;
letters on bus should include names of people and animals such as *boys, driver, girls, Alexander, friend, Mr. Mugs, mouse, teacher, Fred, Curt, police, father, Pat*
One marking pen



Procedure

The player circles the names of people or animals and then prints the words on the lines at the top of the board.

The Mouse's Tail

Objective

Recognizing and identifying inflectional verb ending *ed*

Number of Players

One or more

Materials Needed

Mouse figures with the root words *rob, plan, tap, star, fill, strip, hop, robe, plane, tape, stare, file, stripe, hope*
Mouse tail cards with the corresponding endings *bed, ned, ped, red, ed, ped, ped, d, d, d, d, d, d, d*



Procedure

The player selects a mouse tail and places it on the corresponding mouse.

Decoding Skills:
Word Meaning

Decoding Skills:
Structural Analysis

COMPREHENSION

Discussing fall games; football
Using the table of contents
Speculating; formulating questions
Observing picture details
Expressing opinions; making judgments
Recalling details; verifying answers
Identifying story speakers
Reading interpretively
Valuing
Inferring feelings; drawing inferences
Noting an author's technique
Applying story ideas to personal experiences
Summarizing the story
Recognizing, identifying, producing sequence

INTEGRATIVE OPTIONS

Research — making a display about football; making a chart of football games
Visual Arts — illustrating the story; making a model of a football field
Physical Education — playing with a football
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
*Recognizing and identifying phoneme-grapheme correspondences /sp/sp, /ôr/or
Recognizing and identifying phoneme-grapheme correspondence /är/ar
*Recognizing and identifying suffix er of agent; suffix ly
Recognizing and identifying verb endings with doubled final consonants
*Recognizing and identifying the contraction 've
*Recognizing and identifying words using graphemic base ore
Spelling words using graphemic bases
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Developing noun and verb, subject and predicate awareness
Recognizing and identifying tag phrases, direct speech
Recognizing and identifying compound sentence patterns with *and*, *but*
Recognizing and identifying words denoting sequence and repetition
Noting similes
Recognizing use of quotation marks, commas, periods; punctuating sentences
Recognizing, identifying, using irregular past tenses *found*, *fall*, *shook*, *heard*, *began*
Developing awareness of adverbs
Producing alphabetic sequence using three and four words

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Printing related sentences to write a story

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying the structure of contractions
Recognizing and identifying spelling words formed on graphemic bases

Literary Appreciation**

Relating picture and story
Valuing story ideas
Drawing inferences about story characters' feelings; about story situation
Noting an author's technique
Applying story ideas to personal experiences
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /sp/sp, /ôr/or, /är/ar

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Discussing fall games; football
Using the table of contents
Speculating
Formulating questions
Observing picture details
Expressing opinions; making judgments
Recalling details; verifying answers
Identifying story speakers
Reading interpretively
Valuing
Inferring feelings; drawing inferences
Noting an author's technique
Applying story ideas to personal experiences
Summarizing the story
Recognizing, identifying, and producing sequence

Developing Pupil Inquiry

*Discussing
fall games*

Initiate a discussion with the group about fall games. "What kinds of games do you like to play in the fall?" Structured team games such as football and soccer, as well as informal games such as playing in the leaves, should be included. As the children mention the games, you could list them on the chalkboard under the heading "Fall Games."

*Discussing
football*

If the children have not already mentioned it, bring up the game of football and have a further discussion of this game. "Have you ever played football? Do you like playing football? Why or why not? How do you play football? Explain some of its rules. Do you like to watch football on TV? Why?"

*Using the table
of contents
Speculating*

Ask the children to find the title of the next story in the table of contents. Have a member of the group read the title. Have the children speculate briefly on what the story might be about. "What kinds of things does Mr. Mugs like to do? What might make Mr. Mugs have a happy day?" The children should recall that Mr. Mugs enjoys playing with Curt, Jan, and the other children.

*Formulating
questions*

Ask the children if they have any questions they would like to pose about the story at this time. Record their questions.

*Observing picture
details*

Ask the children on what page the story begins. Have the children turn to the story and look at the illustration on the first page. Allow the children to comment freely on the picture. "What time of year is it in the picture? How do you know? What are the children doing in the picture?"

*Formulating
questions*

Have the children look at the illustrations in the rest of the story and discuss the happenings briefly.

Ask the children if they have any further questions they would like to ask about the story. Add these questions to the ones already in the question box. Some examples of questions the children might pose after reading the title and looking at the illustrations are:

Why is Mr. Mugs happy?

Why are the children mad at Mr. Mugs?

Suggest that the children read the story to find out the answers to their questions.

Developing Pupil Response

*Reading
Speculating;
expressing
opinion*

Have the children read the entire story silently. After the story has been read, let the children discuss the answers to the author's question. "Do you think that Mr. Mugs will play with the children? Give reasons for your answer. Do you think Mr. Mugs *should* play with the children again? Why or why not?"

Recalling
details;
verifying
answers

Identifying story
speakers
Reading
interpretively

Refer the children to their questions. Have the children tell the answers to the questions in their own words and then verify the answers by reading appropriate lines of text. If there are questions that cannot be answered directly in the story, encourage the pupils to infer, predict, or speculate upon the answer.

Ask the pupils who the speakers are in this story. List the names on the chalkboard as the pupils give them. Have the children read the story taking the roles of the characters and the narrator. Encourage the children to read the speaking parts with expression and where appropriate have the pupils discuss and evaluate one another's interpretation of the text.

Synthesizing

Recalling
details;
valuing, making
judgments

Inferring feelings;
identifying with
character's
feelings

Drawing inferences
Noting an
author's
technique

Applying story
ideas to personal
experiences

1. "Who were the captains of the two football teams in the story? Why didn't Pat want to let the boys play at first? Do you think she was right or do you think Jan's idea was more fair? Why?"

2. "Why didn't the children want to let Mr. Mugs play football with them? Do you think they were right to feel the way they did? Would you have acted the same way if you were playing with them? Why or why not?"

3. "How did Mr. Mugs feel when the girls and boys wouldn't let him play football? Have you ever felt the way Mr. Mugs did? Tell about it."

4. "Why do you think Mr. Mugs had the dream he did? Was Mr. Mugs more like a dog or a person in his dream? How did the author make him act like a person?"

5. "Why do you think the children decided to play a different game at the end of the story? Do you think they felt sorry for the way they had treated Mr. Mugs? How do you think the children would feel if Mr. Mugs wouldn't play with them after all? Why?"

6. "Have you ever told someone to 'Go away!' when the person did not know how to play a game you were playing? Could you have solved your problem the same way the children in the story did? Why do you think as you do?"

Developing Comprehension, Research, and Listening Skills

Recalling
details

Literal Comprehension. Print the following sentences on the chalkboard and have the children read them. Then ask the children to pick out orally the sentences that do not tell about something that happened in the story. Have individuals come up and cross out the sentences that don't belong.

Jan and Pat were picking the football teams.

Pat's father was helping the girls with their game. (erase)

The boys didn't want to play. (erase)

Mr. Mugs wanted to play football with the children.

Curt wanted Mr. Mugs to play with them. (erase)

The children said, "Go away, Mr. Mugs!"

So Mr. Mugs went and sat in his dog house and cried. (erase)

Mr. Mugs dreamed about scoring a touchdown.

Summarizing
the story

Literal Comprehension. Have the children skim the story to find the three most important things that happened in it. By means of guided questions help them to compose a summary similar to the following:

Mr. Mugs spoiled the football game.

Mr. Mugs dreamed that he was the story of a game.

The children wanted to play a new game with Mr. Mugs.

Recognizing,
identifying, and
producing
sequence

Literal Comprehension. Print the following story events on the chalkboard. Have the children read the sentences and indicate orally the order in which they took place in the story. Have different pupils come to the chalkboard to print the number beside the sentence.

(5) Mr. Mugs sat near a tree and had a dream about playing football.

(3) Mr. Mugs took the football and ran off down the yard with it.

(1) The girls and boys were having a game of football.

(6) The children woke Mr. Mugs to come and play with them.

(4) The children caught Mr. Mugs, took the ball, and told them to go away.

(2) Mr. Mugs came and wanted to play football with the children.

INTEGRATIVE OPTIONS

Research

Making a Display about Football. Let the children bring in football equipment, discuss its function, handle it, label it, and arrange a display. If not much equipment is available to the pupils, they might find pictures in sports magazines and papers and bring these in to fill out the display.

Pictures of football players may also be taken from newspapers and magazines and made a part of the discussion and display.

Some of the children may want to make a scrapbook involving some of the above material.

Making a Chart of Football Games. Let those who would like to do so make a chart showing local or national football teams and keeping track of the teams' wins or losses.

Visual Arts

Painting. Some children might paint their favorite part of the story and print a sentence or two under the picture. When all the pictures are completed, gather them together in a booklet.

Others might illustrate their ideas of the new game the children were going to play so that Mr. Mugs might play too.

Modeling. Some children might enjoy making a scale model of a football field on cardboard and painting it. Plasticene players could be added to complete the model.

Others might wish to write an entirely new story, under the title "Mr. Mugs Plays Football" or "What a Dog!"

Physical Education

Playing with a Football. Take the children into the schoolyard and have them practice throwing, catching, and kicking footballs. Let them discover and discuss how a football moves differently from other balls in the air.

Story Books

Book Center

Freeman, Lucy. *The Eleven Steps*. Doubleday.

A younger brother must face that his sister has other friends besides himself.

McGovern, Ann. *Scram Kid*. Viking Press.

Joe has problems joining the children in a park at their games.

Olgin, Joseph. *Illustrated Football Dictionary for Young People*. Harvey House.

A guide to the finer points of the game.

Films

Film Center

Fairness Game. 10¹/₂ mins. Coronet 3382.

Beginning Responsibility: Being a Good Sport. 10 mins. Coronet 1920.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using visual memory

Recognizing and identifying new words, using riddles

Observing special words

Recognizing and identifying antonyms

Recognizing and identifying consonant clusters *sl*, *gr*, *sm*, *sw*

* Recognizing and identifying the phoneme-grapheme correspondence /sp/**sp**

Recognizing and identifying the phoneme-grapheme correspondence /är/**ar**

* Recognizing and identifying the phoneme-grapheme correspondence /ôr/**or**

Recognizing initial, medial, and final sounds in words

Recognizing and identifying phoneme-grapheme correspondences to print initial and final letters

* Recognizing and identifying suffix *er* of agent

- * Recognizing and identifying suffix *ly*
Recognizing and identifying words dropping final *e* and doubling final consonant before verb endings *ed* and *ing*
Recognizing and identifying contractions
- * Recognizing and identifying the contraction *'ve*
Recognizing words, using *sp* and graphemic bases
- * Recognizing and identifying words, using graphemic base *ore*
Recognizing phoneme-grapheme correspondences and graphemic bases to spell words
Observing the spelling of useful words
Observing the spelling of spelling words

* *Introduction to new element*

Materials Needed

Lines on the chalkboard for chalkboard dictation
Sheets of paper lined for printing
Sheets of paper lined for printing spelling words
Spelling notebooks

Word Meaning

New Words: *fall, football, players, slowed, never, minute, before, great, running, air, found, hear, silly, slowly, catch, end, nearly, stood, puffing, near, really, cheered, should*

Decodable Words: *game, teams, mean, kicked, leaving, zoom, landed, shook, they're, everyone, wake, sleeping, we're*

Enrichment Words: *captains, sports, pretended, zigzagged, scored, touchdown, helmet*

Print the following words on the board:

Recognizing
and identifying
new words
using visual
memory

fall	air	nearly	slowed
football	hear	puffing	catch
players	silly	really	cheered

Point to each one and read it to the children. Have them read the list with you a second time. Check for correct pronunciation at this time.

Now, to test the pupils' recognition of the words, point to some randomly and have various children identify the words. After this exercise, it might be helpful to have the pupils discuss meanings for the words.

Recognizing
and identifying
new words,
using riddles

The following riddle quiz might be used to identify some word meanings:

You breathe me every day. What am I? (air)

I am a game that two teams play. A ball is used and you try to score touchdowns. What am I? (football)

I am the opposite of *beginning*. What am I? (end)

I am the season before winter. I am also the opposite of *get up*. What am I? (fall)

I am what you do with your ears. What am I? (hear)

I am what you do after running a long time. What am I? (puffing)

I am the opposite of *speed up*. What am I? (slowed)

As words are identified, if possible, have the children compose oral sentences with the words to show meaning.

Recognizing
and identifying
antonyms

Recall with the pupils what opposites are. Use examples to help with the meaning:

big — small in — out

To further aid the pupils with opposites, print these words on the board:

never	after
before	sleep
found	far
slowly	always
stood	lost
near	quickly

Have pupils come up to the board and point out words in the right-hand column that are opposite to words in the left-hand column. Lines could be drawn between the antonyms as above to help keep the children from getting mixed up.

Phonemic Analysis

Recognizing
and identifying
consonant
clusters
sl, gr, sm,
sw

Recall with the pupils what consonant clusters are. Print these words on the board to help them remember:

slow great small swell

Have a pupil read each word out loud. As each is read out, point to the cluster, and underline it in color.

Say the following words to the group: *space, spin, spy*. Have the children listen for anything similar about the words. They should recognize that the words all begin with the same two sounds, and have the two letters that stand for these sounds identified as *s* and *p*.

To strengthen auditory perception, say the following pairs of words, as the pupils listen to detect the difference in the initial sounds.

sat	sell	sent	sill	sin	sun	soon
spat	spell	spent	spill	spin	spun	spoon

Say words to the group that contain *sp* and others that don't. Have them respond by raising their right hands when they hear *sp*: *spin, spoke, swim, small, spore, saw, spawn, smack, spike*.

Print these words on the board:

space spin spell spy

Point to each word and say it. Have the pupils repeat them with you a second time, then have the letters of the cluster identified.

Introduce *sp* as another consonant cluster containing *s*. To help the pupils recognize the cluster, print the following words on the board.

spike	small	spin	swell
spell	slide	swim	spoke
sport	smell	spy	swam

Point to different words. If a word contains *sp*, the children raise their right hands. If not, they remain still.

Print the following words on the board:

yard part dark

Have a pupil read the words and tell what is similar about each. He or she should recognize the *ar* standing for the sound heard in *far*.

Elicit more words with this correspondence and list them on the board.

Step 1: Hearing. (a) Say the following words to the group: *core, for, more, sport*. Have the children listen for anything similar in the words. They should recognize that the words all sound alike in the middle.

Elicit other words with this sound from the children.

(b) Read sentences similar to these and have the pupils clap every time they hear the sound heard at the end of *for*.

Doris wants *more* porridge.
Get another *fork* for Gordon.
I came to school *before* you this *morning*.
We scored ten goals!

(c) Say groups of words, some containing *or* and some not. Have the pupils identify the words in which they hear the same sound as in *for*: *chore, story, flower; dark, pork, score; order, bone, shore*.

Step 2: Saying. Say a number of words with *or* and have the pupils repeat them after you. Check for correct pronunciation at this time.

Recognizing
and identifying
correspondence
/är/ar

Recognizing
and identifying
correspondence
/ô/or
Key word: core

Step 3: Seeing. Print the following words on the board. Say each word as you print it.

for
core
sport

Read the words to the pupils, and lead them to conclude that when *o* is followed by *r*, the two letters stand for the sound heard in *for*.

Step 4: Using. Have the pupils construct recognizable words by adding letters to *or*. This could be done on the board in the following manner.

Have a child come up to the board, add the letters together and print the resulting word on the line.

Proceed in this fashion until every child has had a turn. More words may be added if necessary.

If you feel that some of the pupils need a chart for a while as a point of reference, the key word and picture will be *core* (depict an apple core) and the words *for*, *more*, *morning*, *before*, and *story* may be included.

Prepare the lined board and lined sheets of paper for dictation. The pupils are to follow the directions given for each group.

The sentences below may be used to present the words.

*Taking
chalkboard
dictation;
listening
and printing*

Group 1

Ask the pupils to print *or* in the middle of each of five printing areas. They are then to print the required letters before and after the *or* to form the dictated words.

I like corn on the cob — corn.
Do you think it will storm — storm?
Mommy bought a present for Tina — for.
Tie the parcel with some cord — cord.
Kevin tore his sweater on a nail — tore*/
*Specify final e.

When the words have been printed, call upon pupils working at desks or tables to read them. After each word is read, direct the pupils at the board to erase that word.

Group 2

Ask the pupils to print *ar* in the middle of each of the five printing areas. Then follow the same procedure as given for Group 1.

Let's play in the park — park.
Mommy uses lard in her pie crust — lard.
Martine ate a jam tart for dessert — tart.
That little bug won't harm you — harm.
The cows were in the barn — barn.

Group 3

The pupils are to listen carefully to the dictated words and print the letters that stand for the first two sounds heard in each word.

Don't slip on the icy walk — slip.
Football and hockey are sports — sports.
That table top is smooth — smooth.
Elizabeth swept the floor — swept.
Tony stayed home from school — stayed.

When the consonant clusters have all been printed, ask the group at the board to erase their work.

Group 4

Follow the same procedure as for Group 3.

The spider is spinning a web — spider.
I stand on a stool to reach the top shelf — stool.
That stew smells good — smells.
This bus is so slow — slow.
Mr. Mugs swallowed his dog biscuit whole — swallowed!

Structural Analysis

Recognizing
and identifying
suffix *er*
of agent

Print the following words on the board:

play plays played playing

Have the words read and the root word and endings identified. Ask pupils to use the inflected forms in meaningful sentences.

Now print the following sentence on the board and have it read:

The *player* ran with the ball.

Call attention to the word *player* and have the root word *play* identified. Draw a circle around the *er* and explain that this is an ending that makes the root word mean “the person who is doing something.” The word *play* means what the person is doing, and the word *player* names the person who is playing. Print on the board:

One who *plays* is a player.
One who *catches* is a catcher.
One who *kicks* is a kicker.
One who *farm*s is a _____ .
One who *paint*s is a _____ .
One who *work*s is a _____ .
One who *jump*s is a _____ .
One who *sweep*s is a _____ .
One who *read*s is a _____ .

Call upon pupils to read the first three sentences aloud. Have the root word in the underlined word and in the last word identified.

For the last four sentences, have the incomplete sentence read each time and the root of the underlined word identified. Ask pupils to supply the last word and explain what they did to the root word to make it mean “one who does what the root word names.”

Print the following sentence on the board and have it read:

This is a slow bus.

Elicit from the pupils that the word *slow* tells *what kind* of bus. Now print on the board.

This bus moves slowly.

Read the sentence to the pupils and elicit that the word *slowly* tells *how* the bus moves. Let a volunteer underline the root word in *slowly* and identify the letters that have been added.

Place these words on the board:

suddenly	quickly	sweetly	greatly
sadly	gladly	nicely	widely

Invite pupils to come to the board, circle the suffix, and read each word.

For additional practice, print these phrases on the board:

a sad girl	went sadly
a quick trip	walk quickly
a sudden move	jumped suddenly
a sweet smile	smiled sweetly

Ask pupils to read each pair of phrases and use them in sentences.

Lead the pupils to generalize that *ly* is an ending which makes a word tell how.

Recognizing
and identifying
suffix *ly*

Recognizing
and identifying
words dropping
final e and
doubling final
consonant
before adding
ed and ing

Print the following sentences on the board:

We move today.
We moved yesterday.
We are moving.

Have a child read all three sentences. Now, through discussion, have the group discover what happened to the word *move* in the second and third sentences. They should remember the rule about dropping the final e before adding *ed* or *ing*.

Print the following sentences on the board:

I am put it away.
We dance last night.
I like ride on my bike.
The train stop right here.
I am save money.
The frog went hop away.

Have a child read the first incomplete sentence. Now, have the pupils suggest ways of ending the verb so that it makes sense. After an ending has been decided upon, select a child to tell what has to be done to the word to complete it. Print the ending in the space and have someone reread the now-completed sentence.

Follow the same procedure for the other sentences.

Print the following sentences on the board:

They are coming.
They're coming.

We are here.
We're here.

Have a pupil read each pair of sentences.

Ask the group if there is any difference in meaning between the sentences in each pair. They should see that there are no differences.

Print the following on the board:

would not
I will
they will
cannot
you are

Reprint the first words in contraction form:

wouldn't

Ask pupils to suggest what should be done to the other words to make contractions. List these on the board.

Now, print the following on the board:

We have left.
We've left.

I have played ball.
I've played ball.

Have a pupil read the sentences, then ask the group if there is any difference in meaning between *We have* and *We've*, and *I have* and *I've*. They should recognize that both sentences in each pair mean the same thing.

Introduce the construction of the contraction 've. Have the pupils note that contractions with 've are made from the word *have*.

To help the pupils with this construction, print the following on the board:

You have been working.
They have put their coats on.

Recognizing and
identifying
contractions

Recognizing
and identifying
contraction
've

We have had fun today.
I have picked flowers for Grandma.

Have the pupils read the sentences, suggesting contractions for the first two words in each sentence. These contractions could be printed over the words in the sentences.

Recognizing
words, using
sp and
graphemic
bases

Point out to the children that new words can be made by changing the first letter or letters of key words to *sp*, or by adding *sp* to key words. Print on the board:

made	Jan	at	bed	tell	went	mice
spade	span	spat	sped	spell	spent	spice
like	will	in	joke	not	run	my
spike	spill	spin	spoke	spot	spun	spy

Have each pair of words read, the part that is the same in both words underlined, and the initial letter or cluster identified. Ask pupils to use some of the words in meaningful sentences.

Recognizing
and
identifying
words, using
graphemic
base
ore

To present graphemic base *ore*, list the words below on the chalkboard. Have the part that is the same in all the words underlined, and the initial consonants, digraphs, or clusters identified.

more
bore
core
chore
sore
shore
store
swore

Ask pupils to use some of the words in meaningful sentences.

Place the following key words on the board and have them read: *dark, more, made, boat, like, went, mice, will, and*.

Reading
in context
words formed
on graphemic
bases

Print the following sentences on the board:

Look at the sparks fly up from the fire!
You've one more chore to do with that spade.
My coat tore on a spike.
We spent the day on the shore.
Did you know you bore me?
I went to the store for some spice.
Bill's hand is sore.

Point to the sentences in random order and have children read them. Check for correct pronunciation at this time. If a child stumbles over a word, refer her or him to the key word involved.

Spelling

Spelling
words
formed
on base
ore

Distribute sheets of paper lined for printing. Explain to the pupils that to form the dictated words they are to add the initial consonant or consonants that stand for the sound or sounds heard to the base *ore*. These sentences could be used to present the words:

They have more work to do — more.
A drill can bore a hole in wood — bore.
Jan wore her new coat yesterday — wore.
I tore a page out of my notebook — tore.
You have one chore left — chore.

Now ask the pupils to print the word *more* on their worksheets and then print the following words as you indicate the initial consonant or consonants.

Spelling
words
minute,
great,
found

more core sore shore store

Print the spelling words on the board:

minute great found

Let the pupils study the words for a few seconds, then ask them to print each word five times. Remind them to check each word as they print it, to be sure all the letters have been included in the right order. Have the words entered in the spelling notebooks.

Erase the words from the board. Then dictate words in sentences.

You only have a minute left — minute.

He found Mr. Mugs — found.

That cake was just great — great.

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Make sure the children review their difficult words frequently.

LANGUAGE DEVELOPMENT

Objectives

Developing noun and verb awareness; subject and predicate awareness

Recognizing and identifying tag phrases and direct speech

Recognizing and identifying compound sentence patterns using the connectives *and* and *but*

Recognizing and identifying words denoting sequence and repetition

Noting similes

Recognizing use of quotation marks, commas, and periods; punctuating sentences

Recognizing, identifying, and using irregular past tenses *found*, *fall*, *shook*, *heard*, and *began*

Developing awareness of adverbs

Producing alphabetic sequence using three and four words

Materials Needed

The readers

Cards for the words *football*, *game*, *players*, *team*, *never*, *kick*, *air*, *hear*, *wake*, *should*

Sentence Awareness

Print the following sentences on the chalkboard.

Pat shouted.

Curt kicked.

Pat and Jan played.

The bus driver laughed.

The children ran.

Have the children read the first sentence. "What word in this sentence tells us the name of someone?" Have a child underline the word *Pat* with colored chalk.

"What word in this sentence tells us what Pat did?" Have another child underline the word *shouted* with chalk of a different color.

Continue in the same manner with the rest of the sentences. In the third sentence, accept *Pat and Jan* or *Pat* and *Jan* as the "name words." In the fourth and fifth sentences, accept *The bus driver* or *bus driver* and *The children* or *children* as the "name words."

Note: At this early stage of noun and verb awareness, you may wish to use the words "name word" and "doing word;" or if preferred you might gradually introduce the terms *noun* and *verb*.

Have the pupils turn to page 24 in their readers. "Find the second paragraph on this page. Who is speaking in this paragraph? How do you know? Read the words that tell us."

"Who is speaking in the next paragraph on this page? How do you know? Read the words that tell us."

"What did Jan say in this paragraph? Read the exact words that she said." Have a volunteer read Jan's words. If she or he includes the words *said Jan with a laugh*, explain that Jan would not say these words when speaking to Pat.

"Now turn to page 30 and find the third paragraph. Who is speaking in this paragraph? What did Curt say? Read the exact words that Curt said."

Developing
noun and verb
awareness;
subject and
predicate
awareness

Recognizing and
identifying
tag phrases and
direct speech;
noting quotation
marks

“How do you know that these are the words that Curt said?” Elicit that the “said” phrase and the quotation marks at the beginning and end of Curt’s words tell us exactly what he said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. Elicit that the word *said* is not the only word that identifies a speaker and a speaker’s words. In this story the words *asked*, *shouted*, *thought*, *heard*, *say*, *called*, and *cheered* are also used to identify speakers’ words or thoughts.

Elicit that the “said” phrase can come at the end of what is being said, in the middle, or at the beginning. Have the pupils refer to specific examples in the text.

Recall with the children that the word *and* is often used to join two sentences into one sentence so that we can say things in a shorter and better way.

Print the following sentences on the chalkboard and ask the children to read them.

The girls ran after him.

The boys ran after him.

“How can we say this in a shorter way and make what we want to say sound better by joining the two sentences into one sentence with the word *and*?”

Elicit the sentence:

The girls and boys ran after him.

Print the sentence on the chalkboard as it is given by the pupils and have them note the words that are omitted from the original two sentences. Then have the pupils turn to page 27 of the reader story to find and read the sentence they developed.

Continue in the same manner with the following sentences:

At last Mugs was puffing.

At last Mugs was puffing. (See page 27)

Have the pupils look through the story to find and read other sentences in which the joining word *and* is used.

Print the following sentences on the chalkboard and have the children read them.

Curt was running as fast as he could to catch the ball. Mugs got there first.

“How can we join these two sentences into one sentence with the word *but*?”

Elicit the sentence;

Curt was running as fast as he could to catch the ball, but Mugs got there first.

Print the sentence on the chalkboard as it is given by the pupils and have them note that all the words from both sentences were used to formulate the new sentence. Then have the children turn to page 26 of the reader story to find and read the sentence they developed.

Direct the pupils to turn to page 24 in their readers and read the fourth paragraph.

“You have just read some things about Pat. You read that Pat thought a minute and made up her mind. You also read that Pat smiled and said, ‘All right. They can Play.’ Which happened first? Which happened second?”

“What word tells you that Pat smiled and said the boys could play *after* she thought a minute — that Pat thought a minute first, and smiled and said the boys could play afterward?” (Then)

“Now read the first sentence on the next page. What word in this sentence tells you that only a very short time passed before the girls and boys were playing football?” (Soon)

“Now let’s read the first sentence in the next paragraph. The sentence tells about two things that happened. Mr. Mugs saw the children and Mr. Mugs came running up to play. Which happened first? Which happened second?”

“What word helps us understand which happened first and which happened afterward?” (When)

Ask the children to read the first paragraph on page 26. “Look at the first sentence in this paragraph again. Did the children kick the ball only one time or more than one time? What two words tell you that the children kicked the ball more than one time?” (Every time)

“Look at the second sentence in this paragraph again. What word in this sentence tells you that it was not the first time that Mr. Mugs heard the words, ‘Go away.’?” (Again)

Direct attention to the third sentence in the second paragraph on page 26. This sentence tells

Recognizing and
identifying
compound sentence
patterns using the
connectives
and *and* but

Recognizing and
identifying words
denoting sequence
and repetition

you that Mr. Mugs did two things. He was leaving the yard and he looked around. Did Mr. Mugs do these things one after the other or did he do them both together at the same time? What word tells you that the two things happened at the same time?" (As)

"Now turn to page 27 and read the first sentence in the second paragraph. Did Mr. Mugs start puffing and puffing when he first got the ball or did he start puffing after he had been running for a long time? What two words tell you that he had been running for a long time when he started puffing and puffing?" (At last)

Direct attention to the last few lines on page 30. "Two things happened at the end of the story. The children shouted for Mr. Mugs to come and play with them and Mr. Mugs began to walk down the yard. Which happened first? Which happened second?"

"What word tells you that Mr. Mugs began to walk down the yard *after* the children shouted for him to come and play?" (Then)

Noting
similes

Have the pupils turn to page 29 in their texts and read the first paragraph.

"In his mind, what did Mr. Mugs see himself doing? How did he zoom with the ball after he grabbed it?"

"What else might Mr. Mugs have looked like as he zoomed with the ball?"

Refer to the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences.

Like a _____, Mr. Mugs zoomed with the ball.

Like a _____, Mr. Mugs zigzagged this way and that.

Like a _____, Mugs puffed and puffed.

Like a _____, Curt ran to catch the ball.

Like a _____, the ball went up high into the air.

Ask the children to turn to page 26 in their texts and read the last paragraph.

"Mr. Mugs got to the ball first. How 'quick' did the writer say that Mugs got the ball?"

"Let's think about some other ways that Mr. Mugs and the children might have run and played." Refer to the following sentences on the chalkboard and read them with the group. Encourage the pupils to compose similes to complete the sentences.

As quick as a _____, Curt ran to catch the ball.

As slowly as _____, the children passed by on their bikes.

As slowly as a _____, Mugs walked away.

As fast as _____, the girls ran after Mugs.

As loud as _____, the children cheered and laughed.

Punctuation and Graphics

Print the following exercise on the chalkboard and have the pupils read each sentence silently.

Punctuating
sentences
(quotation marks,
commas, and periods)

1. Pat said, "Let's play football."

2. Jan said I wish we had some more players

3. Curt said Come and play with us

4. Nick shouted Get the ball

Direct attention to the first sentence and ask the children, "Who is speaking in this sentence? How do you know? Read the words that tell us?"

"What did Pat say in this sentence?" Ask a volunteer to read Pat's exact words.

With the group, note the position of the tag phrase in the sentence and the position of the quotation marks, comma, and period. Then guide the children as they punctuate the remaining three sentences on the chalkboard.

Verb Forms

To reinforce correct usage of the irregular past tenses *fell*, *shook*, *began*, and *heard*, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.

Recognizing,
identifying, and
using irregular
past tenses
fell, *shook*, *began*,
and *heard*

"When the children were running after Mr. Mugs, why did they fall right over one another?"

"Where did you fall while playing a game? Why did you fall?"

“What did you shake out after doing some cleaning?”
 “Sometimes when you meet people, you shake hands. Whom did you shake hands with?”
 “When the children kicked the ball and Mugs ran after it, what did he hear the children say?”
 “What did you hear just now?”
 “When did you begin reading your new book?”
 “When did you begin making your picture? When did you begin to do your arithmetic?”

Adverbs

Developing
awareness of
adverbs

Print the words *slowly* and *quickly* on the chalkboard. Ask the children questions such as the following and have them answer in complete sentences, using one of the words on the chalkboard each time. For example, you might ask, “Do you run slowly or quickly?” A pupil might respond, “I run quickly.”

“Do you read slowly or quickly?”
 “Do you eat slowly or quickly?”
 “Is it better to eat quickly or slowly?”
 “Does a dog run quickly or slowly?”
 “Does a turtle walk quickly or slowly?”
 “Does an elephant walk slowly or quickly?”

Alphabet Skills

Producing
alphabetic sequence
using three and
four words

Prepare two or three cards for each of the following words: *football, game, players, team, never, kick, air, hear, wake, should*.

Give three different word cards to each pupil in the group. Direct each child to place her or his cards in the correct alphabetical order. Have the children repeat the process several times, using different word cards each time.

Give four different word cards to each child in the group. Direct each child to place her or his cards in the correct alphabetical sequence. Then have the pupils repeat the process, using different word cards.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, and printing skills to produce personal writing
 Printing related sentences to write a story

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Continue to look at the similes and descriptive language used in “Happy Days for Mr. Mugs.”
 Develop a chart of interesting ways to say things.

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

Ways of Saying Things

as quick as a flash
 zigzagged this way
 ears nearly stood on end
 stared with sad eyes
 zoomed with the ball

Let some children write new endings for the reader story. Some might like to continue the reader story, telling about the new game the children played with Mr. Mugs. Others might wish to write an entirely new story, under the title "Mr. Mugs Plays Football," or "What a Dog!"

Printing and Directed Writing

Printing
sentences
to complete
a story

Print the following on the chalkboard.

Jan and _____ were
playing football with
their friends. _____
and three boys wanted to
play. The boys and _____
make up a new game for Mr.
Mugs. Pat gave _____
her helmet.

Word Bank

Mr. Mugs	Curt
Pat	girls
puffing	

Have the children read the first sentence and decide which word from the Word Bank completes the sentence. When the children have agreed on the word that makes sense in the sentence, print it in the blank. Continue with the children to complete each sentence. Then have the children copy the completed story on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the structure of contractions

Recognizing and identifying spelling words based on graphemic bases

Footballs

Objective

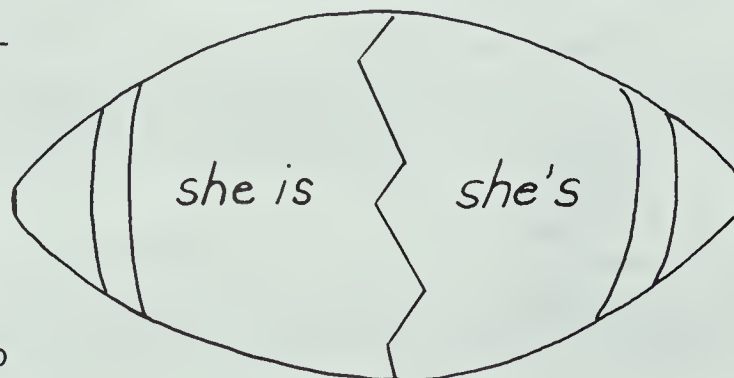
Recognizing and identifying the structure of contractions

Number of Players

One or more

Materials Needed

Football shaped cards cut into two puzzle sections with contractions on one half and extended form on the matching half.



Decoding
Skills:
Structural
Analysis

Procedure

The player selects a contraction and its extended form.

Decoding
Skills:
Spelling

Objective

Recognizing and identifying spelling words on graphemic bases

Number of Players

Two

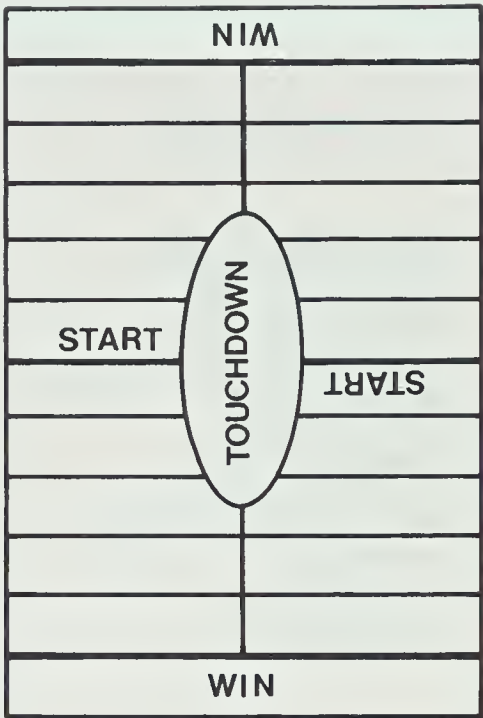
Materials Needed

- One "Touchdown" board
- Set of Football cards with words such as *dark, rush, far, fine, smash, star, small, been, swish, ball, hide, trash, line, boss, mark, shore*

Procedure

Player A selects a football and reads the word to Player B. If Player B can spell the word correctly, the football is placed on the next yard line—beginning from center field and proceeding to an end zone. The first player to reach an end zone is the winner.

Touchdown



COMPREHENSION

INTEGRATIVE OPTIONS

DECODING SKILLS

Valuing; discussing beauty
Using the table of contents
Formulating questions
Observing picture details
Comparing illustrations
Recalling details; verifying answers
Drawing inferences
Reading interpretively
Describing characters
Expressing opinions
Noting an author's technique
Applying story ideas to personal experiences
Summarizing a story
Identifying main idea

Drama — miming bird walks
Visual Arts — making pictures and mobiles to illustrate story characters
Books — reading independently
Films — developing visual and auditory senses

Recognizing and identifying new words
Observing special words
Recognizing and identifying consonant clusters *sl, br, sm, sw*
Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/z, /k/c, /s/c, /är/ar, /ör/or
Recognizing and identifying suffixes *er of agent, ly*
*Recognizing and identifying suffix *y*
Recognizing and identifying words using graphemic bases *ail, each*
Spelling words using graphemic bases
Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

WRITING

INDEPENDENT ACTIVITIES

Discriminating between complete sentences and fragments
Recognizing and identifying sequence words
Recognizing and identifying complete sentences
Recognizing and identifying uses of capitalization
Recognizing and identifying abbreviations
Recognizing and identifying direct speech, use of quotation marks
Recognizing, identifying, using irregular past tenses *made, said, found, gave, began, went, met, was, were*
Developing awareness of adverbs
Recognizing and identifying alphabetic sequences: letters and words

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Printing answers to questions

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/ Self-Help Activities*

ALTERNATIVE STRATEGIES

Literary Appreciation**

Listening**

Recognizing and identifying the structure of compounds

Relating picture and story
Drawing inferences about story situation
Describing characters
Noting an author's technique
Applying story ideas to personal experiences
Reading supplementary books

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /s/s, /z/z, /k/c, /s/c, /är/ar, /ör/or

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Valuing; discussing beauty
Using the table of contents
Formulating questions
Observing picture details
Comparing illustrations
Recalling details; verifying answers
Drawing inferences
Reading interpretively
Describing characters
Expressing opinions
Noting an author's technique
Applying story ideas to personal experiences
Summarizing a story
Identifying main idea

Developing Pupil Inquiry

*Valuing;
discussing
beauty*

Initiate a discussion with the children about beauty. You could ask questions such as, "What things do you think are beautiful? Why do you think these things are beautiful? Think about the things other members of the group said were beautiful. Do you agree with all of their choices? Do different people always agree about what is beautiful? Do you think that anyone could find a ripped old teddy bear beautiful? or a spider? or a mangy old dog? Why?"

"The person who wrote the story we are going to read has something very special to say about what is beautiful. See what you can learn about beauty from the story."

*Using the table
of contents*

Have the group turn to the table of contents and find the title of the next story. Ask if anyone can read the title. If not, read it for the group.

*Formulating
questions*

Ask the children if they have any questions they would like to ask about the story. Record their questions.

*Observing
picture details*

Ask the children on what page the story begins and have them turn to page 31. Have the children read the title again and look at the illustration. "Where is this story going to take place? What do you see happening in the picture?"

*Comparing
illustrations*

Have the children turn the page and examine and compare the illustrations on pages 32 and 33. "What is the name of the bird on page 32? What words would you use to describe the peacock? What bird is on page 33? What words would you use to describe the owl? Which of these two birds do you think is the more beautiful? Why?"

*Formulating
questions*

Have the children look through the illustrations in the rest of the story and pose further questions. The questions might be as follows:

Who is the most beautiful child?

What are the peacock and the owl talking about?

What is the owl carrying?

Why is the owl looking at all the birds?

"Now read the story to see if you can find the answers to your questions."

Developing Pupil Response

Reading

Have the children read the entire story silently. (With some groups you may wish to do guided reading, one or two pages at a time.)

*Recalling
details;
drawing
inferences*

When they have finished reading, ask, "Who did Mr. Peacock think was the most beautiful child? Who did Mrs. Owl think was the most beautiful child? Who would the mothers and fathers of the other little birds pick out as the most beautiful child? What lessons do you think the author of this story is trying to teach about beauty?"

Recalling
details;
verifying
answers

Reading
interpretively

Describing
characters;
expressing
opinion

Drawing
inferences

Noting an
author's
technique

Applying story
ideas to
personal
experiences

Recalling
details

Summarizing a
story

Identifying
main idea

Then refer the children to the question box and have them read the questions again. Have the children answer the questions first in their own words and then verify their answers by reading the appropriate lines of text.

Have the pupils reread the story page by page and decide what tone of voice and type of expression should be used to bring out the interpretation of the story. Then have the story read aloud in parts, having various children read the speeches in the story.

Synthesizing

1. "Tell about Mr. Peacock. Now tell about Mrs. Owl. Which character did you like better? Why?"

2. "Mr. Peacock got a surprise at the end of the story. What was the surprise Mrs. Owl gave him? Did she surprise you too?"

3. "Did the birds in this story seem like people? What did they do?"

4. "What things do *you* think are the most beautiful? Does everyone think the same as you do? What things might *other* people think are most beautiful?"

Developing Comprehension, Research and Listening Skills

Literal Comprehension. Duplicate and distribute the sentences below. Have the children match the sentence beginnings on the left with the correct sentence endings on the right by joining each part with a line.

- | | |
|--------------------------------------|---|
| 1. All of the birds of the air lived | was the most beautiful bird in the forest. |
| 2. Everyone said that Mr. Peacock | to school to take her child her lunch. |
| 3. Mrs. Owl had a fat figure | together in a great beautiful forest. |
| 4. One day Mrs. Owl was going | would find his child easily. |
| 5. Mr. Peacock asked Mrs. Owl | and big staring eyes. |
| 6. Mr. Peacock said that Mrs. Owl | but she thought her child was the most beautiful. |
| 7. Mrs. Owl looked and looked | to take his child's lunch too. |

Literal Comprehension. Print the following sentences on the chalkboard. Have the children choose orally which three of the sentences best sum up the main events of the story. As a sentence is ruled out, have a pupil come to the chalkboard and erase it.

All the birds thought that the peacock was the most beautiful one in the forest.

There were small, tall, grumpy, happy, and beautiful birds in the forest. (erase)

Mr. Peacock had a fantastic tail. (erase)

Mr. Peacock told Mrs. Owl to find the most beautiful child in the schoolyard and give him his lunch.

Mrs. Owl waddles to school with the two lunches. (erase)

Mrs. Owl thought that her child was the most beautiful child of all.

Literal Comprehension. Have the children discuss the following sentences and decide which one states the main idea of the story.

Mr. Peacock asked Mrs. Owl to take a lunch to his child.

If you love someone or something they are beautiful to you.

It is hard to pick out the most beautiful thing or person.

INTEGRATIVE OPTIONS

Drama

Miming. Have the children discuss how the proud peacock would walk, showing off his glossy feathers and beautiful tail. Let the children mime the peacock walking through the forest greeting other birds he meets.

"How would Mrs. Owl's movements be different from Mr. Peacock? The story says she waddles." Let the children waddle like Mrs. Owl.

Suggest other birds for the children to interpret and mime:

- a tiny humming bird darting from flower to flower.
- a long-legged great blue heron wading through grass in the water.
- a baby duck just hatched learning to walk.
- a chicken pecking for food around a farm yard.
- a robin hopping across a lawn looking for and catching worms.

Other birds pictured in the story may give the children ideas for further mime.

Visual Arts

Making Pictures and Mobiles. The children will enjoy drawing pictures of a colorful peacock and its multi-colored tail. You may wish to have a pupil draw a large peacock body while other group members make individual gaily-colored feathers. These would then be assembled as a bulletin-board display.

You could also have the children make bird mobiles. Have the children cut out two bird bodies of paper, staple these together, and stuff with tissue or newspaper. The bodies could then be decorated with tails, wings, and colorful body feathers.

Book Center

Story Books

Annett, Cora. *How the Witch Got Alf*. Franklin Watts.

An unusual story of how a donkey wins the affection he seeks from his owners.

Fremlin, Robert. *Three Friends*. Little, Brown.

Three whimsical stories based on the values of real friendship, featuring Cat, Squirrel, and Pig.

Himlet, Ronald and Ann. *Little Owl, Keeper of the Trees*. Harper & Row.

Three short adventures about a small owl and his magic friend.

Film Center

Films

Fine Feathers. 5 mins. NFB.

My Mother is the Most Beautiful Woman in the World. 8 mins. Film Associates of California.

The Ugly Duckling. 11 mins. Coronet 616.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition clues

Observing special words

Recognizing and identifying consonant clusters *gl, br, sm, sw*

Recognizing and identifying the phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c

Recognizing and identifying the phoneme-grapheme correspondences /àr/ar, /ôr/or

Recognizing and identifying suffixes *er* of agent and *ly*

* Recognizing and identifying suffix *y*

* Recognizing and identifying words, using graphemic bases *ail, each*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

* *Introduction to new element*

Materials Needed

A set of cards numbered 1-7 for each pupil.
Duplicated worksheet (See below)
Cards for *sly, is, cake, city*
Sheets of paper lined for printing spelling words
Spelling notebooks

Word Meaning

New Words: *most, child, together, forest, Mr. Peacock, fantastic, glossy, ugliest, Mrs. Owl, doubt, easily, arrived, starting, carefully, examined*

Decodable Words: *than, tail, bright, sight, which, playtime, playground, each, lined (v), couldn't, mine*

Enrichment Words: *grumpy, none, feathers, magnificent, podgy, figure, waddled, lessons, compared, ah, exactly*

Print the following on the board:

_____ is a beautiful bird. Mr. Peacock Mr. Peanuts
They thought _____ was the ugliest bird. Mrs. Owl Mrs. Old
We went on the trip _____ together maybe
You find trees in a _____ forest father
We _____ at his house. arrived went

Have a child read the first incomplete sentence. Ask which word completes the sentence. Follow the same procedure for the other sentences.

Print the following words on the board. Give each pupil a set of cards numbered 1-6.

1. fantastic
2. glossy
3. ugliest
4. easily
5. starting
6. carefully

Point to each word and read it to the group. Have the children repeat them with you a second time.

To help the pupils understand the meanings of the words, present the following oral definition clues:

This word means the same thing as *great* or *wonderful*.
This word is the opposite of *most beautiful*.
This word means "in a careful way."
This word means beginning.
This word means the same thing as *shiny*.
This word means "without trying hard" or "without any trouble."

Read the first clue to the group. Have the pupils study the list of words on the board for a few seconds, to find the word that is being described. When they find the word, they are to hold up the card with its number on it. Have the group say the word together, then checkmark it.

Follow the same procedure with the other clues.

Print the surprise words on the board:

child doubt

Point to each word and say it to the group.

Note special constructions of each word: the *i* standing for the glided /i/ sound even though there is no e at the end; the silent *b* in *doubt*.

Present the words in context by printing these sentences on the board:

That child is my brother.
I doubt that it is time to go.

Recognizing
and identifying
new words,
using context
clues

Recognizing
and identifying
new words,
using definition
clues

Observing
special
words:
child, doubt

Recognizing
and identifying
consonant
clusters
gl, br, sm,
sw
(worksheet)

Print the following words on the board:

Have a pupil read the words to the group.

glad brown small swim

ight	ick	ass	oke
ack	ad	am	all
ell	ug	im	ide
ay	eet	ash	ish
<u>gl</u>	<u>br</u>	<u>sm</u>	<u>sw</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If the children can think of any other words, they print these on the spaces provided at the bottom of the sheet.

Recognizing
and identifying
correspondences
/s/s, /z/s, /k/c,
/s/c

sly	is
save	easily
pass	Mugs

Now, have the pupils identify what sound s stands for in each group. They should recognize the /s/ sound in the first group, and the /z/ sound in the second group.

Elicit more words with these sounds from the pupils and list them on the board.

Now, print these words on the board:

cake	city
clean	police
come	race

Have a pupil read each group of words, and have the group identify what sound c stands for in each group. They should recognize the /k/ sound in the first column, and the /s/ sound in the second column.

Elicit more words with these sounds from the pupils and list them on the board.

To help the pupils with these four sounds, distribute four cards to each pupil. On the cards, have printed these words:

slv is cake city

Print the following words on the board:

police	came	racing	sale
miss	his	mice	catch
could	has	sore	cold
race	some	drops	finds

Point to words at random. Have the children hold up their cards to show the word having the same sound as s or c stands for in the word that was flashed. (E.g. children hold up *city* for the flash card *mice*.)

Recognizing
and identifying
correspondences
/är/ar,
/ôr/or

Print these words on the board:

park	for
mark	before
hard	core

Have a pupil read each group of words to the children.

Point to the words in the first group, identifying the *ar* in each case. Have the pupils recall more words with the *ar* and list these on the board.

Follow the same procedure for the *or* words.

Structural Analysis

Recognizing
and identifying
suffixes
er and ly

Print the following words on the board:

player	carefully
catcher	friendly
helper	lightly

Ask a pupil to read the words to the group. Have the children observe the ending on each word.

Recall with the group the *er* and *ly* suffixes. Explain again what a suffix is.

Present words with these suffixes in sentences such as the following:

A person who helps is a _____ .
A person who reads is a _____ .
A person who thinks is a _____ .
A person who eats is an _____ .
A person who fights is a _____ .
The car went slowly down the street.
We ran quickly.
He is very friendly.
The boy gave a sickly smile.
The sun was shining brightly.

For the first group the pupils must give the word for the end of the sentence. For example, *helper* should be given for the first sentence. List the given words on the board.

For the second group, have the children read the sentences orally. Check for correct pronunciation at this time.

Recognizing
and identifying
suffix y

Introduce the suffix *y* to the children by asking once more what a suffix is.

Now, print the letter *y* on the board. Tell the group that this is used as a suffix as well. Use it on words printed on the board.

rain + y = rainy
gloss + y = glossy

Read each line of words, pointing to them as you do so. Have the children repeat them with you a second time.

Elicit more words with *y* from the pupils and list them on the board.

Present some of these words in sentences to show meaning:

It is a very rainy day.
I have a glossy picture.
My hands are sticky.
Oh, I am so sleepy!
That bed is lumpy.

Print them on the board, and have the pupils read them orally.

To introduce graphemic bases *ail* and *each*, print the columns of words below on the board.

Recognizing
words, using
graphemic
bases
ail, each

tail	each
bail	beach
fail	bleach

hail	peach
jail	preach
mail	reach
nail	teach
pail	
rail	
sail	
trail	
wail	

Working with each column in turn, have the words read and the part that is the same in all the words identified. Ask pupils to use some of the words in meaningful sentences.

Print the following key words on the board and have them read: *tail, each, back, him, best, and, think.*

Print the following sentences on the board:

Mr. Mugs has a curly tail.
I can't reach that high rack.
Let's go to the beach and swim.
Will you teach me how to sail?
Here are some long nails.
Why did you fail the test?
Carry the sand in that pink pail.
Train tracks are called rails.

Point to the sentences in random order and have the pupils read them orally. Check for correct pronunciation.

Follow in this manner until everyone has had at least one turn. If a child stumbles over a word, refer him or her to the key word involved.

Spelling

Print *tail* and *each* on the board and have them read. Distribute sheets of paper lined for printing. Instruct the group that they are to form the words you are going to dictate by adding to *ail* or *each* the consonants that stand for the sound they hear at the beginning of the words.

These sentences may help in the presentation:

Let's hoist the sail. sail
I like going to the beach. beach
Please teach me to sing. teach
Hit the nail with the hammer. nail

Ask the pupils to print *tail* on their worksheets and then print the following words as you indicate the initial consonant or consonants each time.

tail bail fail hail mail pail quail rail trail wail

Now have the children print *each* and follow the same procedure.

each bleach peach preach

Print *which* on the board. Call attention to digraphs *wh* and *ch*, and have several pupils pronounce the word, making sure they are pronouncing the *wh* digraph correctly.

Use oral sentences such as the following to demonstrate the meaning of the word in context.

Which is my coat?
Do you know which road to take?

Have the word entered in the list of useful words in the spelling notebooks.

Print these words on the board and have them read:

arrive
together

Reading
in context
words formed
on bases

Spelling
words
formed
on bases
ail and
each

Spelling
useful
word:
which

Spelling
words
arrive,
together

Let the pupils study the words, copy each word five times on their worksheets, then enter them in the spelling notebooks.

Erase the words from the board. Have the pupils print the following words as you dictate them in sentences.

Let's get together. together

When will you arrive? arrive

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Discriminating between sentence fragments and complete sentences; expanding sentence fragments into complete sentences

Recognizing and identifying words denoting sequence

Recognizing and identifying complete sentences; matching sentence beginnings and endings

Recognizing and identifying uses of capitalization

Recognizing and identifying abbreviations and their uses

Recognizing and identifying direct speech and use of quotation marks; punctuating sentences

Recognizing, identifying, and using irregular past tenses *made, said, found, gave, began, went, met, was, and were*

Developing awareness of adverbs

Recognizing and identifying alphabetic sequences; letters and words

Materials Needed

The readers

Chart paper

Sentence Awareness

Print the following words on the chalkboard:

was going

Ask a child to read the words and have the group tell whether or not they form a complete sentence. Then you might ask:

"Why isn't this a finished sentence?"

"What words can you put with the words on the board to make a finished sentence?"

Print the sentence the pupils suggest on the chalkboard and underline the words *was going*. Have a pupil read the sentence with a finished inflection and establish that it is a finished sentence.

Have the children suggest other ways they might use the words *was going* in sentences. Print the sentences on the board, underlining *was going* each time. With the children, read the sentences with a finished inflection and establish that they are finished sentences. The pupils might suggest sentences such as:

Mrs. Owl *was going* to school.

Mrs. Owl *was going* to look for the most beautiful child.

Curt *was going* to play football.

Mr. Mugs *was going* to play in the forest.

For further work in expanding sentence fragments, use groups of words such as the following:

most beautiful the great forest birds and animals

*Discriminating
between sentence
fragments and
complete sentences;
expanding sentence
fragments into
complete sentences*

Recognizing and identifying words denoting sequence

As the children suggest sentences, print them on the chalkboard, underlining the key words each time. Have the children read the sentences to be sure they are finished and make sense.

Direct the pupils to turn to page 35 in their texts and read the first paragraph.

“What two words in this sentence tell you that Mrs. Owl arrived at the school at exactly the same time as the children’s lessons were over?” (just as)

“Now read the second paragraph on this page to help you remember what happened next.”

“You have just read what Mrs. Owl did next. She found her child and gave her the lunch. She began to look carefully for the most beautiful child. Which did she do first? Which did she do second?”

“What word tells you that Mrs. Owl began to look for the most beautiful child second — after she gave her child the lunch?” (Then)

“Now let’s read the sentences on the next page. These sentences tell us about some more things that Mrs. Owl did. Was she at the playground for a short time or for a long time?”

“What was the last thing Mrs. Owl did? What word tells you that Mrs. Owl did all the other things first and then she went home?” (After)

Place the following exercise on the chalkboard.

- | | |
|----------------------------------|-------------------------------------|
| 1. They all lived | Mrs. Owl went home. |
| 2. Mr. Peacock’s bright feathers | together in a great forest. |
| 3. And who was | “Look for the most beautiful bird.” |
| 4. After a long time, | the ugliest bird in the forest? |
| 5. Mr. Peacock said, | made a magnificent sight. |

Recognizing and identifying complete sentences; matching sentence beginnings and endings

Have the children read aloud the sentence beginnings and endings. Then have them draw lines from the sentence beginnings to the corresponding sentence endings.

Ask the pupils to skim through the first three pages of the story to locate capitalized words. Elicit that capitalization occurs in the words that make up the title of the story; at the beginning of each sentence; and in the names *Mr. Peacock* and *Mrs. Owl*.

Review with the group that names of people always begin with capital letters. Print the names *Mr. Peacock* and *Mrs. Owl* on chart paper or on the chalkboard. Have the pupils suggest other names of people they know or have read about, and print these names under the ones already on the chalkboard.

At this point you may also wish to discuss and list other uses of capitalization that the children have learned, for example, names of places, names of days of the week, names of months, names of holidays, names of streets, special words such as *TV* and *I*. Use the long forms when printing the names on the chalkboard.

Recognizing and identifying uses of capitalization

Abbreviations

Refer to the list of names on the chalkboard and direct attention to the names *Mr. Peacock* and *Mrs. Owl*. Recall with the pupils that *Mr.* and *Mrs.* are short ways of writing the longer words, they begin with capital letters because they are parts of names, and they always end with a period.

Review other abbreviations the children have seen in stories, on charts, on envelopes, etc. and list them on the chart or chalkboard beside the list (or lists) of capitalized words. The list should include *Dr.*, *St.*, *Ave.*, *Rd.*, days of the week, names of months, the name of your province. Say each abbreviation as you print it and elicit from the pupils why a capital letter and a period are used in each one.

Have the pupils compare the list(s) of capitalized words and the list of abbreviations to find the same words on both lists. Keep the lists available for reference during the pupils’ writing activities.

Recognizing and identifying abbreviations

Punctuation and Graphics

Print the following exercise on the chalkboard and have the pupils read each sentence silently.

1. Mr. Peacock said, “Where are you going, Mrs. Owl?”
2. Mrs. Owl said My child is the most beautiful one of all

Recognizing and identifying direct speech and quotation marks; punctuating sentences

3. Mrs. Brown Bird said We are all beautiful
4. Curt said I like to see the birds in the forest

Direct attention to the first sentence and ask the children, "Who is speaking in this sentence? How do you know? Read the words that tell us."

"What did Mr. Peacock say in this sentence? Read the exact words that he said."

"How do you know that these are the words that Mr. Peacock said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of Mr. Peacock's words tell us exactly what he said. Then have the children note the other punctuation marks in the sentence.

Guide the children as they punctuate the remaining three sentences on the chalkboard.

Verb Forms

Print the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to name the word that correctly completes the sentence. Then print the word in the blank space, and have the entire sentence read again.

1. Curt and Jan have just _____ a big cake. make made
2. Who _____ these words? say said
3. Mrs. Owl _____ her child at school. found find
4. Mrs. Owl _____ the lunch to her child. give gave
5. She _____ to look for the most beautiful child. began begin
6. Mr. Peacock _____ to the bird show. go went
7. After a long time, Mrs. Owl _____ Mrs. Hen. meet met
8. There _____ many birds in the forest. were was
9. Which bird _____ the most beautiful? were was

Adverbs

Print the words *slowly*, *quickly*, *easily*, and *carefully* on the chalkboard. Ask the children questions such as the following and have them answer in complete sentences, using one of the words on the board each time.

- "Does a cat run quickly or slowly?"
- "Do you walk slowly or quickly?"
- "Does a turtle walk quickly or slowly?"
- "Does a fish swim slowly or quickly?"
- "How did Mrs. Owl look at each bird?"
- "How should people drive their cars?"
- "Why should you print carefully?"
- "What else do you do carefully?"
- "Mr. Peacock thought Mrs. Owl would find his child easily.
What do you think you can find easily?"
- "What work can you do easily?"
- "What sport can you play easily?"

Alphabet Skills

Print the following exercise on the chalkboard.

ab__	fg__	kl__	rs__	wx__	cd__	mn__	tu__	ij__	vw__
a__d	g__i	i__m	m__q	s__v	x__z	d__g	l__q	r__v	w__z
__cd	__mn	__qr	__uv	__yz	__xy	__fg	__jk	__st	__op
__kicked	__zoom	__together	__arrived	__lined					
__air	__wake	__glossy	__fantastic	__than					
__found	__cheer	__each	__really	__around					
		__all	__playtime	__bright					

In the first part of the exercise, have the children take turns printing the missing letters in the blank spaces.

In the second part of the exercise, have the pupils establish the alphabetic sequence of the words and number them accordingly.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing answers to questions

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Have the children look back at the first three pages of "The Most Beautiful Child" and find words that describe birds. Develop a vocabulary chart similar to the following.

*Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart*

<u>Birds</u>	
small birds	tall birds
grumpy birds	happy birds
beautiful birds	ugliest birds
fantastic birds	bright birds

*Personal
Writing*

Suggest that children think of different birds and then write descriptions of them.

Printing and Directed Writing

In previous lessons the children have completed sentences to create stories. Another way to develop the skill of writing stories is to have children answer questions.

Print the following on the chalkboard.

*Printing
answers
to questions*

1. Mr. Peacock was the most beautiful bird in the forest.
Who was the most beautiful bird in the forest?
Mr. Peacock _____

2. The ugliest bird was Mrs. Owl.
Who was the ugliest bird?
The ugliest bird _____
3. Mrs. Owl was going to school to take a lunch to her child.
Why was Mrs. Owl going to school?
Mrs. Owl _____

Have the children read silently the first sentence at the end at the top of the board. With the pupils, read the first question. Have them decide the answer and print it on the board. Proceed in the same way to print the answers for the second and third questions. Then have the children print the three answers on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying the structure of compounds

The Peacock Walk

Objective

Recognizing and identifying the structure of compounds

Number of Players

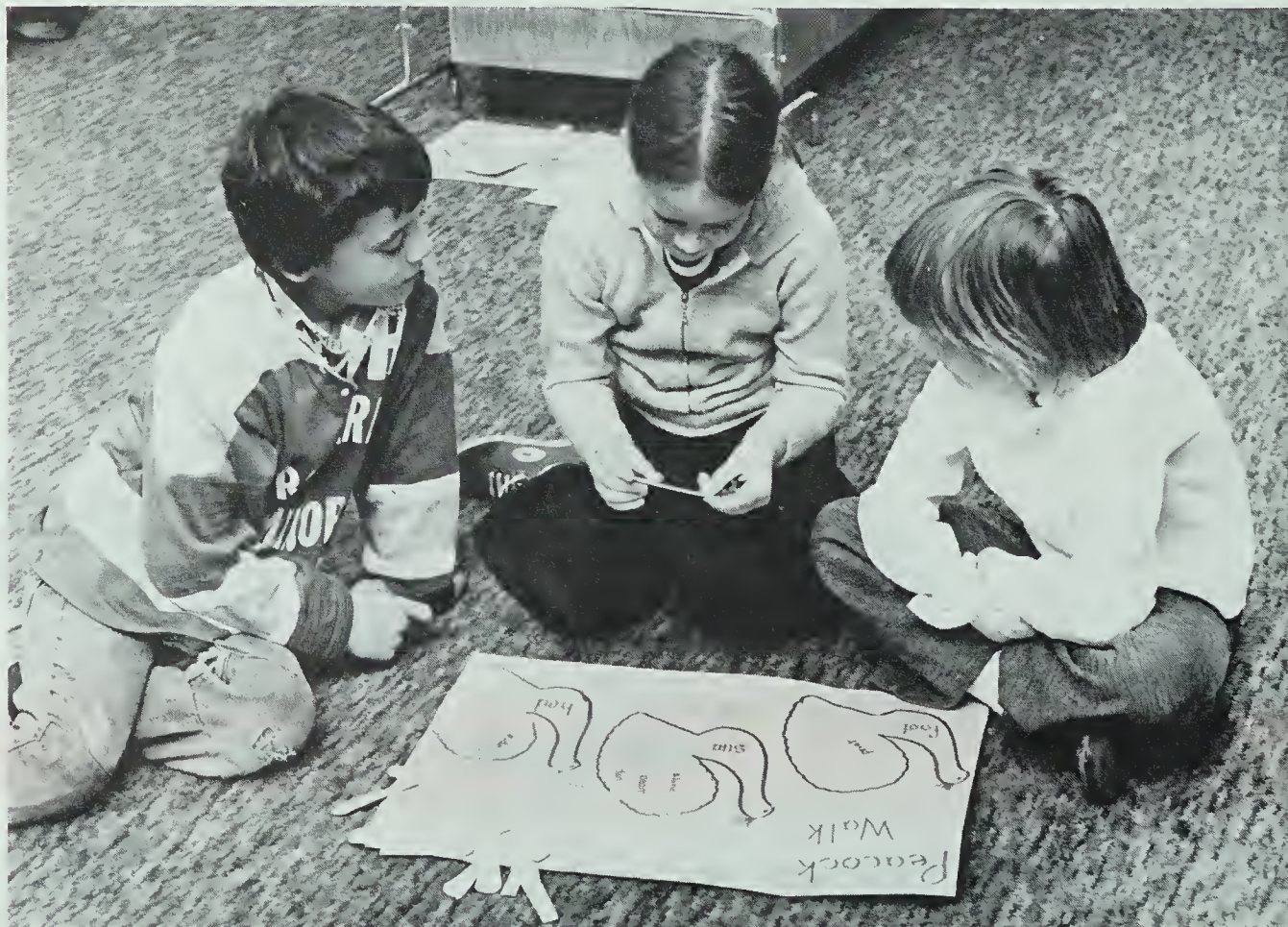
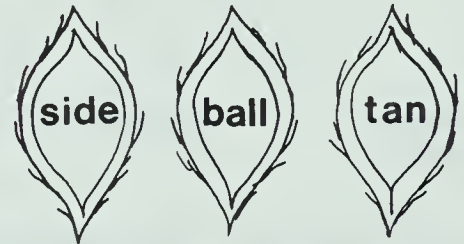
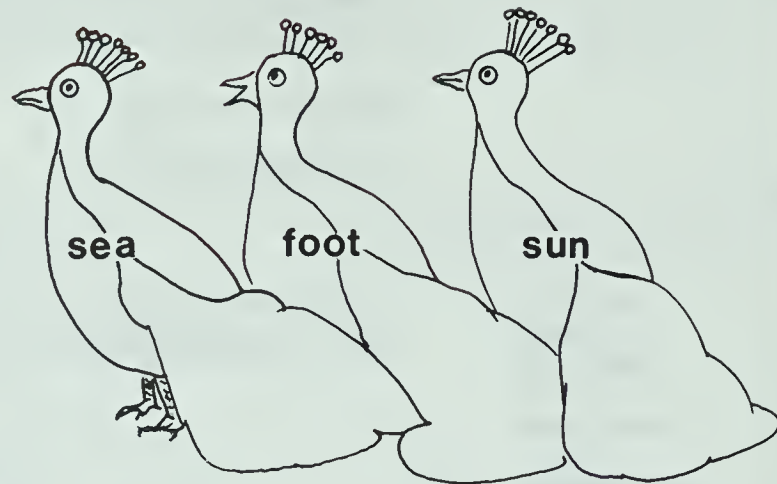
Three

Materials Needed

One "Peacock Walk" board with base words *sea*, *foot*, *sun*; a set of feather-shaped cards with compound word parts such as *shore*, *horse*, *side*, *shell*, *weed*, *way*; *print*, *step*, *ball*, *path*, *man*; *shine*, *day*, *tan*, *set*, *burn*, *beam*

Procedure

Each player selects a peacock on the board. Players then pick cards in turn. If a feather card picked makes a compound with the word on the player's peacock, the feather is added to the tail. The first player to collect five feathers is the winner.



Objectives

Reading interpretively

Acquiring awareness of tone of voice

The purpose of this article is to present a variety of moods and feelings to be interpreted with the voice. During the lesson the children will think about how they use their voices and experiment orally with words and phrases to show different feelings. Let the children freely discuss their ideas as you go through the article with them. Concepts presented here should be carried over into other reading situations and should encourage the children to put more expression into their oral reading.

Read the article as the children follow in their books. Pause at the appropriate places to give the children a chance to do the oral exercises suggested. Be sure to give the children ample time to experiment saying things in different ways. You may wish to use a tape recorder, letting the children give individual interpretations including the "Three Little Kittens." The children may evaluate each other's efforts and offer suggestions.



COMPREHENSION

Using the table of contents
Formulating questions
Observing picture details
Recalling details; verifying answers
Valuing
Expressing opinions
Reading interpretively
Applying story ideas to personal experiences
Speculating
Researching about tortoises and elephants
Dividing the story into sections using sub-titles
Recognizing, identifying, producing sequence

INTEGRATIVE OPTIONS

Drama — dramatizing the story
Visual Arts—making a movie strip of the story; painting and modeling parts of the story
Books—reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying phoneme-grapheme correspondences /är/ar, /ôr/or
Recognizing and identifying contractions
Recognizing and identifying verb endings *ed, ing*
Recognizing and identifying suffixes *er* of agent, *ly, y*
*Recognizing and identifying suffixes *er* of comparison, *est*
*Recognizing and identifying words using graphemic base *ind*
Spelling words using graphemic bases
Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying variation in sentence patterns
Recognizing and identifying direct speech and tag phrases
Recognizing and identifying uses of punctuation; punctuating sentences
Recognizing and identifying exclamatory and command sentences
Recognizing and identifying compound sentence patterns using *and, but*
Recognizing and identifying words denoting sequence and repetition
Recognizing, identifying, using irregular past tenses
Recognizing and identifying pronouns
Recognizing and identifying homonyms
Producing alphabetic sequence

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Printing answers to questions

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying consonant clusters *gl, br, sm, sw, cr, st, pr*

Literary Appreciation**

Relating picture and story
Valuing story ideas
Applying story ideas to personal experiences
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /är/ar, /ôr/or

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Formulating questions
Observing picture details
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Expressing opinions
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Researching about tortoises and elephants
Dividing the story into sections using sub-titles
Recognizing, identifying, and producing sequence

Developing Pupil Inquiry

*Using the table
of contents*

Have the children turn to the table of contents and locate the title of the story. Ask whether anyone can read it. If no one can, read it for the group.

*Formulating
questions*

Ask the pupils what questions they would like to have answered as they read the story. When the children have asked their questions, print them on the chalkboard. If the children don't wish to ask questions or have difficulty formulating them, model one or two examples for them.

Have the pupils tell on what page the story begins and then suggest that they turn to page 40 to see what they can find out about the story.

*Observing
picture details*

When the children turn to the story, have them read the title. Then have them look at the illustration. "What is happening on page 40? What do you think the tortoise and the elephant might be talking about?"

Have the children look at the illustrations on the succeeding pages of the story and briefly discuss their observations.

*Formulating
questions*

Encourage the children to suggest further questions for the story. Questions might be as follows:

What are the tortoise and the elephant going to do?

Are the tortoise and the elephant friends?

What is the tortoise saying to the elephant?

"Now let's read the story to see whether you can find the answers to your questions."

Developing Pupil Response

Reading

Have the pupils who are able to do so independently read the entire story silently. Guide the reading one or two pages at a time for the children who need this assistance.

*Recalling
details;
verifying
answers*

When the reading is finished, the children may want to talk spontaneously about the story. Allow them to do so. Then refer to the questions and read them with the pupils again. Have the pupils tell the answer to each question in their own words and verify each answer by reading aloud the appropriate lines in the text. Encourage the children to infer or speculate upon the answers to questions that cannot be answered in the story text. Let the children check off the questions as they are answered and verified or discussed.

*Valuing;
recalling
stories*

Read the first question following the story on page 47 and let the children express their opinions and give reasons for their thinking. Then read the second question and give the children time to recall and tell about stories they have read or heard that have a similar theme.

*Reading
interpretively*

Go through the story again, page by page, and ask the children to consider how the characters felt and how the various speeches should be read to bring out the different emotions. Let the children take turns reading various speeches expressively and discussing which words should be emphasized and why.

Synthesizing

*Reacting to
story*

*Valuing;
expressing
opinions*

*Applying story
ideas to personal
experiences*

Speculating

1. "Did you like this story? Why or why not? Was it a funny story? Tell why you think so."
2. "Tell what the tortoise was like. What did you think of what he did in the story? Why?"
3. "How did you feel about the elephant in the story? Why?"
4. "Do you know someone who plays tricks like the tortoise, or falls for the tricks like the elephant? Tell us about him or her."
5. "Do you think that the elephant ever figured out what really happened? What do you think he would say and do if he did find out?"

Developing Comprehension, Research, and Listening Skills

*Recalling
details*

Literal Comprehension. Print the following sentences on the chalkboard. Ask the pupils to read each sentence silently and decide whether or not it tells about something that happened in the story. Call on individual pupils to read each sentence aloud. Ask another pupil to underline the sentence if he or she thinks it tells about the story. If necessary, have the children refer to the story to verify their answers.

1. The tortoise jumped over the elephant. (underline)
2. The tortoise had many brothers and sisters. (underline)
3. A tortoise is as strong as an elephant.
4. The tortoise liked to play tricks. (underline)
5. The puzzled elephant thought that the tortoise had jumped over him. (underline)
6. The elephant couldn't run as fast as the tortoise.
7. The elephant and the tortoise raced to the pond.
8. The elephant ran but the tortoise hid in the grass. (underline)
9. The tortoise and her brothers and sisters laughed about their trick. (underline)
10. The elephant said he could swim better than the tortoise.

*Dividing
story into
sections
using
subtitles*

Literal Comprehension. Print the following titles on the chalkboard and have the children read them.

The elephant and the tortoise meet.
The tortoise pretends to jump over the elephant.
The tortoise and the elephant race.

Have the children decide how to break up the story into parts under the three titles.

*Recognizing,
identifying, and
producing sequence*

Literal Comprehension. Print the story events below on the chalkboard. Have the children indicate orally the order in which the events occur in the story. Let different pupils come to the chalkboard to record the number beside the appropriate sentence.

- (4) The elephant was fooled by the tortoise's jumping trick and wanted to have a running race.
- (1) The elephant and the tortoise met in the woods.
- (2) They met the next day to see if the tortoise could jump over the elephant.
- (6) The elephant went home puzzled after the race because he thought that the tortoise had won.
- (5) The next day they raced, and the tortoise tricked the elephant again.
- (3) The tortoise pretended to jump over the elephant.

INTEGRATIVE OPTIONS

Drama

Dramatizing the Story. Allow the children to dramatize this story in any way they wish. Contrast of creative movement should be especially noted. Let various children demonstrate how an elephant would walk and run and how a tortoise would move.

Visual Arts

Making a Movie Strip. After the creative dramatics, the children might be interested in making a movie strip of their dramatization. Each child may be made responsible for drawing one scene from the story and writing the accompanying text. Help the group to decide which

incidents must be shown in order to tell the story properly. Each child may choose the scene he or she would like to illustrate. Have volunteers print the title of the story on a sheet of drawing paper and illustrate it. Give each of the other children a large sheet of drawing paper on which to illustrate his or her part of the story. A sheet of lined paper should also be given to each child, on which to print a line or two explaining the scene. When each child has finished printing, he or she may paste the sentence or sentences on the bottom of the large drawing paper and draw the picture above it.

The best title sheet and the best picture for each scene may be selected by the children and pasted in proper sequence on a long strip of heavy wrapping paper. This completed movie strip may be taped to dowels or thin strips of wood, which are long enough to protrude from the strip and provide handles to facilitate winding and unwinding the movie strip by the children. As the pictures are wound from one pole to the other, the child who drew each picture may read the accompanying text aloud.

The title sheets and pictures not used in the movie strips may be fastened together into booklets and placed in the library corner.

Painting and Modeling. Suggest that those who would like to do so be artists and make a box stage setting based on the story. Models of the animals could be made of plasticene.

Book Center

Story Books

Baumann, Hans. *The Hare's Race*. William Morrow.

In this variation of the tortoise-hare race, a hare challenges a mole to a 10 m race — the hare will run and mole will dig. The story also provides an elementary lesson in the metric system.

Duvoisin, Roger. *Periwinkle*. Alfred Knopf.

Periwinkle, a giraffe, and Lotus, a frog, learn of what conversation consists and how to establish a harmonious friendship.

Mistral, Gabriela. Translated, adapted by Doris Dana. *The Elephant and His Secret*. (Margaret K. McElderry) Atheneum.

Tells how the elephant created himself to be the biggest creature on earth — alternating pages of Spanish and English.

Rockwell, Anne. *Big Boss*. Macmillan.

A frog claims that he is Big Boss of the forest, and a tiger and fox try to prove him wrong.

Film Center

Films

The Monkey and the Crab. 13½ mins. Coronet 3587.

The Stonecutter. 6 mins. International Film Foundation.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying synonyms

Observing special words

Recognizing and identifying consonant clusters *cr, st, pr*

Recognizing and identifying phoneme-grapheme correspondences /är/**ar**, /ôr/**or**

Recognizing initial, medial, and final sounds heard in words

Recognizing and identifying contractions

Recognizing and identifying verb endings *ed, ing*

Recognizing and identifying suffixes *er*, of agent, *ly, y*

*Recognizing and identifying suffixes *er* of comparison, *est*

*Recognizing and identifying words, using graphemic base *ind*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

A set of cards numbered 1-8 for each pupil

Worksheet (See below)

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *tortoise, kind, strongest, answered, strong, tired, tomorrow, sister, faster, won*

Decodable Words: *fine, aren't, tricks, hide, grass, onto*

Enrichment Words: *pretended, anyone, boasted*

*Recognizing
and identifying
new words
using oral
definition
clues*

Have the pupils keep the number cards used above. Now, print the following words on the board:

1. kind
2. strongest
3. tired
4. tomorrow
5. strong
6. faster

Point to each word and say it to the children. Have them repeat the words with you a second time.

To help the pupils understand the meanings of these words, present the following clues:

This word means the "next day, the day after today."

This word tells about the person or thing that has more strength than anyone or anything else.

This word means "quicker."

This word means "sleepy" or "weary."

This word means "sort." It can also mean "friendly, doing good to others."

This word tells about someone or something that has strength.

Read the first clue to the children. Instruct them to study the list for the word the clue tells about, then hold up the card with the number of that word on it. Ask the group if the correct choice was made. If there is agreement, checkmark the word. Follow the same procedure for the other five clues.

*Recognizing
and identifying
synonyms*

Recall with the pupils that some words have the same, or almost the same, meaning as other words. Cite as examples *little — small, happy — glad*.

Give each pupil a set of cards numbered 1-8. Place the following on the chalkboard:

- | | |
|----------|--------------|
| arrive | 1. everybody |
| began | 2. going |
| dropped | 3. started |
| everyone | 4. come |
| fast | 5. wood |
| forest | 6. upon |
| leaving | 7. quick |
| onto | 8. fell |

Point to *arrive* and have it read. Ask the pupils to look in the right-hand column for a word that means the same, or almost the same, as *arrive*. When they find it, they are to hold up the card that has the number of the word on it. When the cards have gone up, have *arrive* and *come* read aloud to check that the correct word has been chosen. Then print the number 4 beside *arrive*.

Follow the same procedure to match the other synonyms. When all the synonyms have been matched, have some of them used in sentences to show that the two words can be used interchangeably.

Observing
special
words:
tortoise,
answered,
won

Print these words on the board:

tortoise
answered
won

Point to each word and say it to the group. Have the children repeat them with you a second time.

Ask the children if they know the meanings of any of the words. Through informal discussion have the children define each word in their own words.

Now, pay attention to the structure of each word: the *oise* in *tortoise* standing for the sound *us* usually stands for; the *w* in *answered* not standing for any sound; the *o* in *won* standing for the sound *u* usually stands for. Note that *won* and *one* are pronounced the same way.

Phonemic Analysis

Recognizing
and identifying
consonant
clusters
cr, st, pr

Print the following words on the board: *crying, stop, pride*.

Ask a pupil to read each word. As he or she does so, underline the consonant clusters with different colored chalk:

crying stop pride

Recall with the pupils what clusters are. Ask them what the clusters are in the three words listed on the board. They should recognize them as the underlined letters. Ask for other words that have these clusters.

To review the correspondences /är/**ar** and /ôr/**or**, read these words to the class: *park, fork*.

Ask the pupils what sounds they heard in the middle of each word. They should recognize the /är/ as in *far* in the first word and the /ôr/ as in *for* in the second. Elicit other words containing these sounds. Print them on the board.

Have the pupils listen to the following words, indicating where they hear the designated sound.

/pr/ press, approve, pretty, compress, prize
/ôr/ before, shore, cord, folklore, orphan
/är/ park, ark, dart, far, star
/cr/ crime, acrid, crumpet, crowd, across
/st/ stern, astride, instep, rest, style

Recognizing
and identifying
correspondences
är/ar, ôr/or

Listening
through words
for initial,
medial, and
final
sounds

Structural Analysis

Recognizing
and identifying
contractions

Print these sentences on the board:

I have seen you before.
I've seen you before.

We are going home.
We're going home.

Have a pupil read each pair of sentences to the group. Ask the children if they notice any difference in meaning between each sentence in the pairs. They should find no difference.

Point to *I've* and *We're*. Ask what these are. The children should recognize them as contractions.

To review the contraction concept, put the following on the board:

They are leaving now.

I cannot go over there.

She would not stay.

They have found fifty cents.

You are very strong!

We should not play here.

Have a child read the first sentence, then suggest a contraction that is the same in meaning as *They are*. Print this on the line underneath *They are*. Have another pupil reread the sentence, using the contraction.

Follow this same procedure until everyone has had a chance to read a sentence.

To review the various verb endings, distribute copies of the following worksheet.

Recognizing
and identifying
verb
endings
ed, ing

move + ed	_____
*tilt + ed	_____
close + es	_____
*hiss + es	_____
drop + ed	_____
hide + es	_____
*hit + s	_____
*fly + ing	_____

Explain that words with a star beside them just add the ending, without dropping or adding a letter. Then have them do the exercise independently. This will give them examples of the various verb endings. You could have them glue the sheet into their notebooks for quick reference.

Recognizing
and identifying
suffixes
er of agent,
ly, y

To review the suffixes *er* of agent, *ly*, *y*, ask the children what a suffix is. Through group discussion come up with a suitable definition. Then print on the board:

play + er =	_____
keep + er =	_____
doubt + er =	_____
teach + er =	_____
light + ly =	_____
quick + ly =	_____
night + ly =	_____
rain + y =	_____
cheer + y =	_____
sleep + y =	_____

Have the pupils give the word to go on the line as you point to various words in random order.

Follow this procedure until everyone has had at least one turn. Print the following sentences on the board and have them read.

I am *strong*.
You are *stronger* than I am.

Call attention to the underlined words. Ask what has been added to the root word *strong*. Point out that the suffix *er* can be added to a root word to compare two things or people as in the sentence on the board.

Now print on the board and have it read:

He is the *strongest* of all.

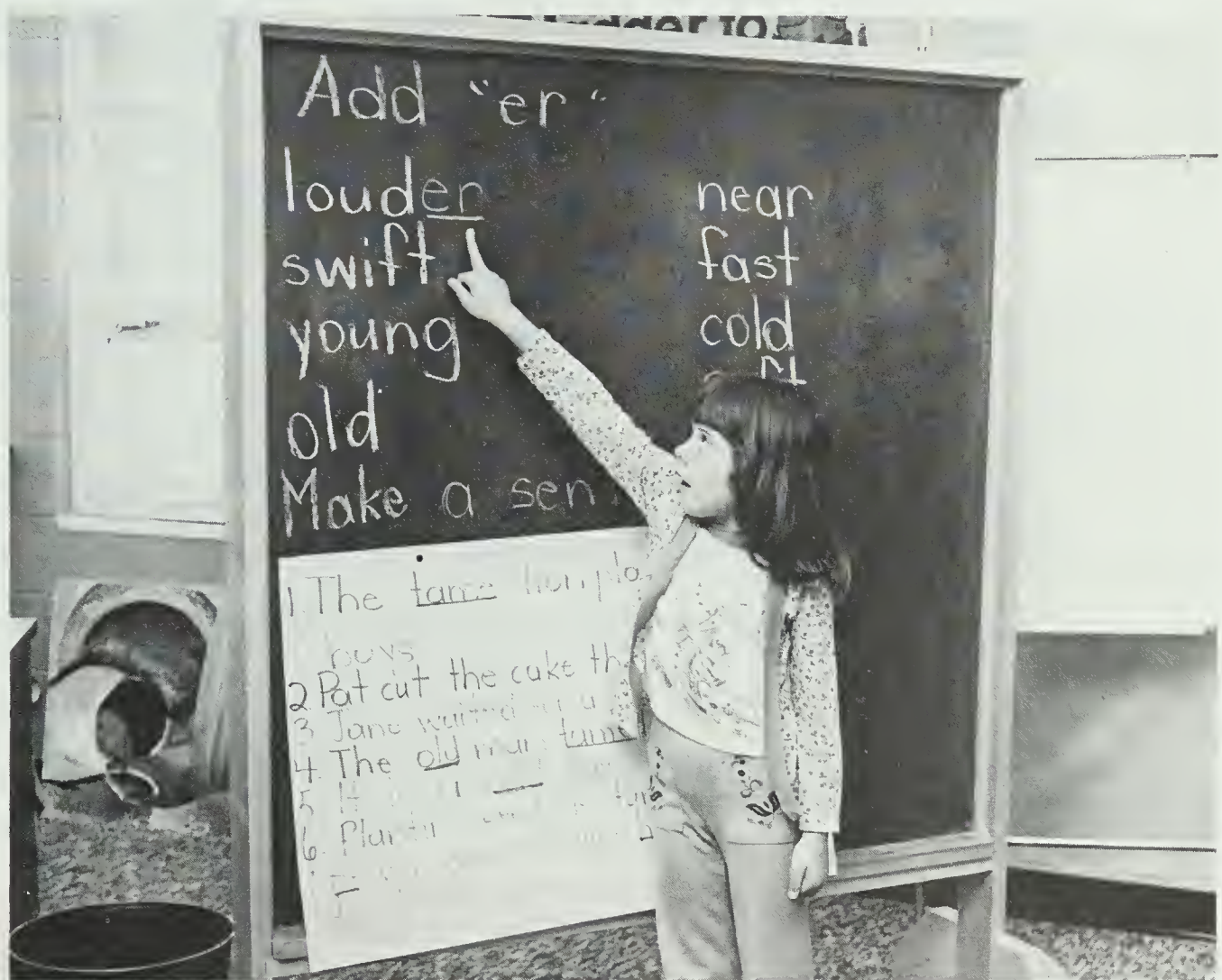
Ask what has been added to the root word *strong* this time. Lead the pupils to see that *est* can be added to a root word to compare more than two things.

Place the following on the board. Elicit from the children the word to go in sentence 2 and sentence 3.

Recognizing
and identifying
suffixes
er and est

1. Curt is small.
 2. Pat is _____ than Curt.
 3. Baby is the _____ of the three.
1. Mommy is old.
 2. Daddy is _____ than Mommy.
 3. Grandma is the _____ one here.
1. The stars are bright.
 2. The moon is _____ than the stars.
 3. The sun is the _____ thing in the sky.

Lead the pupils to formulate the rule that when we want to compare two people or things, we add *er* to the root word; when we want to compare more than two people or things, we add *est* to the root word.



Recognizing
words, using
graphemic
bases

To introduce the graphemic base *ind*, print the words below on the board. Have the part that is the same in all the words identified. Then have all the words read, and call upon volunteers to use some of them in meaningful sentences.

kind
bind
blind
find
grind
hind
mind
rind
wind

Print the following key words on the board and have them read: *kind, sick, more, and, back, day, just, fish.*

Reading in
context
words
formed
on
graphemic
bases

Print these sentences on the board:

What kind of tricks can you do?
Quick, bind up his sore hand!
Can you find the lost black puppy?
Let's stay and help the blind man.
You must be out of your mind!
I wish this rind weren't so thick.
Please wind my watch.
This will grind up the trash.

Point to the sentences in random order and have the pupils read them.

Spelling

Distribute lined sheets of paper to the pupils for dictation. Instruct them to form the words by printing the initial consonant or cluster and the base *ind*. These sentences could be used.

Spelling
words
using
graphemic
base ind

The dog stood up on his hind legs — hind.
Will you help me find my lost kitten — find?
I like being kind to people — kind.
Please pull down your blind — blind.
Let's grind up the meat for hamburgers — grind.

Ask the pupils to print *kind* on their worksheets and then print the following words as you indicate the initial consonant each time.

kind bind mind rind wind

Print the spelling words on the board: *answer, tomorrow.*

Let the pupils study the words for a few seconds, noting particularly the *w* in *answer* and the two *r*'s in *tomorrow*. Then ask them to print each word five times on their worksheets, checking to make sure they have all the letters in the right order. Have the words entered in the spelling notebooks.

Spelling
words
answer,
tomorrow

Erase the words on the board, then dictate them. These sentences could be used.

I'll give my answer now. answer
The train arrives tomorrow. tomorrow

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying variation in sentence patterns

Recognizing and identifying direct speech and tag phrases

Recognizing and identifying use of periods, commas, question marks, quotation marks, exclamation points, and apostrophes

Recognizing and identifying exclamatory and command sentences

Recognizing and identifying compound sentence patterns using the connectives *and* and *but*

Recognizing and identifying words denoting sequence and repetition

Punctuating sentences

Recognizing, identifying, and using irregular past tenses

Recognizing and identifying pronouns and their antecedents

Recognizing and identifying homonyms

Producing alphabetic sequence using four words

Materials Needed

The readers

Colored chalks

Cards for the following words: *onto, tired, jump, line, upset, very, yellow, zoom*

Recognizing and
identifying
variation in
sentence patterns

Sentence Awareness

Print the following sentences on the chalkboard and ask pupils to read them aloud as the others follow along.

One fine day an elephant met a tortoise.

An elephant met a tortoise one fine day.

Elicit from the children that both sentences contain the same words but that the words *one fine day* appear in a different place in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

But today I'm a bit tired.

The tortoise and the elephant met in the woods at the same place.

The poor elephant was surprised again and again.

Soon the elephant arrived.

When he got to the tree he was puffing.

Miss Tortoise, where are you?

Have the pupils read the sentence aloud and then formulate a new one by rearranging the words. (But I'm a bit tired today.) Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences on the chalkboard.

Have the pupils turn to page 40 in their readers and read the last sentence. "Who is speaking in this sentence. How do you know?"

"Now turn to page 41 and read the first paragraph. "Who is speaking in this paragraph? How do you know?"

Ask the children to turn to page 42 and direct attention to line 15. "Who is speaking in this line? How do you know?"

"Turn to page 46 and find line 11. "Who is speaking in this line? How do you know? Read the words that tell us who is speaking."

At this point you may wish to refer to specific periods, question marks, commas, and quotation marks in the text and briefly review the functions of these punctuation marks.

Direct attention to the last line on page 44 and have the children read it silently. "What mark do you see after the words *Ready! Set! and Go!?*"

"How do you suppose the tortoise felt as she was saying these words? Read the words the way the exclamation points tell you to read."

Have the pupils find and read other exclamatory sentences in the story.

With the group, briefly recall the function of command sentences and then refer to the following sentences on the chalkboard.

One day an elephant met a tortoise.

What kind of animal are you?

Come to this place tomorrow.

The tortoise called her brothers and sisters together.

Put the bike on the grass.

Go and hide in a line.

Keep running.

Have the children read the sentences and then identify the command sentences, drawing a circle around each one.

Recognizing and
identifying
direct speech

Recognizing and
identifying use of
periods, commas,
question marks, and
quotation marks

Recognizing and
identifying use of
exclamation marks

Recognizing and
identifying
exclamatory sentences

Recognizing and
identifying
command sentences

Print the following sentences on the chalkboard and ask the children to read them.

Come tomorrow to this place.

You'll see me jump right over you.

Tell the pupils that they can make the sentences sound better by joining them into one sentence with the word *and*. Print the word *and* between the two sentences in the following manner.

Come tomorrow to this place.

and

You'll see me jump right over you.

Ask the pupils to read what is on the chalkboard as if they were reading one sentence, and elicit the sentence:

Come tomorrow to this place, and you'll see me jump right over you.

Print the sentence on the chalkboard as it is given by the pupils and have them note that the period after *place* was changed to a comma and that the capital letter at the beginning of the word *You'll* was changed to a small letter. Then have the pupils turn to page 41 of the reader story to find and read the sentence they developed.

Direct the pupils as they form one sentence from the following two sentences.

Again the elephant told the tortoise to jump.

Again the elephant told the tortoise to jump. (See page 43)

Have the pupils look through the story to find and read other sentences in which the joining word *and* is used.

Print the following pairs of sentences on the chalkboard and have the children read them.

The elephant is the strongest animal in the woods.

The little tortoise played a trick on him.

The elephant took off.

The tortoise hid down in the grass.

Tell the pupils that they can join each pair of sentences into one sentence with the word *but*. Print the word *but* between two sentences of each pair, if the children need this guidance. In each case, ask the children to read what is on the chalkboard as if they were reading one sentence. Elicit the sentences:

The elephant is the strongest animal in the woods, but the little tortoise played a trick on him.

The elephant took off, but the tortoise hid down in the grass.

Print the sentences on the chalkboard as they are given by the pupils and have them note what changes in punctuation and capitalization occurred.

Direct the pupils to turn to page 41 in their readers and read the first eight lines of the text.

"You have just read some things about the elephant and the tortoise. What are two things that you read about?"

"Now look at the third paragraph you read. What word in this paragraph tells you that the tortoise and the elephant did wait until tomorrow to meet again in the woods?" (next)

"Now read the last paragraph on this page. What did the elephant say to the tortoise in this paragraph?"

"The elephant saw the tortoise and the elephant spoke to the tortoise. Which happened first? Which happened second?"

"What word helps us understand which happened first and which happened second?" (When)

Have the children turn to page 43 and read the first ten lines of the text. Then direct attention to the fourth paragraph. "What two words in this paragraph tell you that the elephant told the tortoise to jump many times before he finally said, 'You are right about the jumping, Miss Tortoise.?' (At last)

Have the pupils turn to page 46 and read the fourth paragraph. "What two words in this

paragraph tell you that the elephant called 'Where are you, Miss Tortoise?' many times?' (Every time)

Direct attention to paragraph six and have the pupils read it silently. "This paragraph tells you that the elephant came near the tree, and it tells you that the elephant made a last try to win the race. What word tells you that the two things happened at the same time?" (As)

Punctuation and Graphics

For this lesson, the uses of periods, commas, question marks, quotation marks, exclamation points, and apostrophes may be discussed as suggested under "Sentence Awareness" and "Verb Forms." The exercise below may then be done by the pupils.

Print the following sentences on the chalkboard and have the children read them, silently and aloud.

1. The elephant shouted, "Miss Tortoise, where are you?"
2. The tortoise said Go and hide in a line
3. The elephant said I am the strongest animal of all
4. The tortoise called Here I am

Direct attention to the first sentence and ask the children, "Who is speaking in this sentence? How do you know? Read the words that tell us."

"What did the elephant say in this sentence? Read the exact words that he said."

"How do you know that these are the words that the elephant said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of the elephant's words tell us exactly what he said. Then have the children note the other punctuation marks in the sentence.

Guide the children as they punctuate the remaining three sentences on the chalkboard. A different color of chalk may be used for each punctuation mark.

Verb Forms

To reinforce correct usage of the irregular past tenses *told* and *hid*, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms. Use the same procedure to review the usage of the past tenses *met*, *saw*, *thought*, *ran*, *did*, *made*, *got*, and *shook*.

"Just before it was time for the running race, what did the tortoise tell her brothers and sisters to do?"

"What did your mother or father tell you to do this morning?"

"What did you tell someone to do today?"

"Before the elephant arrived for the running race, where did the tortoise's brothers and sisters hide?"

"Where did you hide the last time you played hide-and-seek?"

"Where did one of your friends hide?"

Pronouns and Antecedents

Ask the children to turn to page 40 in their readers and have them read the last sentence. Direct the pupils' attention to the pronoun *I* and elicit that it stands for the word *tortoise*. Establish that the tortoise uses the word *I* whenever she talks about herself.

Have the children turn to page 41 and read the fifth line. Direct the pupils' attention to the pronoun *I* and establish that it stands for the preceding word *elephant*.

Continue in a similar manner with the following pronouns:

Page 40, line 11, the pronoun *I*

Page 41, last paragraph, line 1, the pronoun *he*

Page 43, first paragraph, line 1, the pronoun *I*

Page 43, last paragraph, line 2, the pronouns *You* and *I*

Page 44, line 4, the pronoun *them*

Page 47, third paragraph, line 2, the pronoun *his*

Page 47, third paragraph, line 5, the pronoun *her*

Recognizing and
identifying direct
speech, tag phrases,
and quotation marks;
punctuating
sentences

Recognizing,
identifying, and
using irregular
past tenses
told and *hid*

Recognizing and
identifying
pronouns and
their antecedents

Homonyms

Recognizing and
identifying
homonyms

Print the following pairs of sentences on the chalkboard and have the children read them.

There was one elephant in the race.
The tortoise won the race.

Nick will eat one bean.
The children have been in a race.

Curt's new toy is made of wood.
Jan would like to have some cake.

The tortoises laughed about their trick
There are many animals in the woods.

Ask the children to read the first pair of sentences again to find a word in the first sentence that sounds the same as a word in the second sentence. When the pupils have identified the words *here* and *hear*, elicit that these words sound alike but have different meanings and look different. Underline the two words and have the children take turns using them to compose other sentences.

Continue in the same manner with the rest of the groups of sentences.

Alphabet Skills

Producing
alphabetic
sequence using
four words

Prepare two or three cards for each of the following words: *onto, tired, jump, line, upset, very, yellow, zoom*. Give four different word cards to each pupil in the group. Direct each child to place his or her cards in the correct alphabetical order. Have the pupils repeat the process several times, using different word cards each time.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing answers to questions

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Develop a vocabulary chart of verbs related to playing games and moving. To reinforce understanding of verb endings, take the opportunity to ask for the various verb endings.

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

<u>Ways to Play and Move</u>			
jump	jumps	jumped	jumping
run	runs	ran	running
skip	skips	skipped	skipping
throw	throws	threw	throwing
kick	kicks	kicked	kicking
catch	catches	caught	catching

Personal
Writing

Some children might like to write stories about other ways in which the tortoise might fool the elephant.

Printing and Directed Writing

Print the following on the board.

Printing
sentences
to complete
a story

1. One fine day the elephant
met the tortoise.

Who did the elephant meet?
The elephant _____

2. The tortoise pretended to jump over the elephant.
What did the elephant pretend to do?
The tortoise pretended _____
3. Miss Tortoise had her brothers and sisters help win the race.
Who helped Miss Tortoise to win the race?

Have the children read silently the first sentence at the top of the board. With the pupils, read the first question. Have them decide the answer and print it on the board. Continue in the same way to print the answers for the second and third questions. Then have the children print the three answers on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying consonant clusters *gl, br, sm, sw, cr, st, pr*

Blend Rummy

Objective

Recognizing and identifying consonant clusters *gl, br, sm, sw, cr, st, pr*

Number of Players

Two to Four

Materials Needed

A set of seven cards for each consonant cluster with words such as *gloat, glen, glow, glitter, glint, glass, gloves; bray, bright, brand, brake, brick, brat, brown; smear, smart, small, smash, smug, smell, smack; swat, swine, swish, sweet, sway, swell, swam; crush, crash, crime, crust, crop, cram, crack; stem, store, star, still, stall, step, stop; pray, prop, pram, print, prod, prank, pride*

Procedure

Players follow the rules for Five Hundred Rummy. A player must have a set of three cards with the same cluster in order to laydown.

Decoding
Skills:
Phonemic
Analysis

COMPREHENSION

Listening to the story
 Making judgments
 Discussing characters
 Using the table of contents
 Observing picture details
 Formulating questions
 Identifying terms used in the play
 Reading interpretively
 Comparing play and story forms of the fairy tale
 Recognizing, identifying, producing sequence
 Recalling details
 Identifying main idea

INTEGRATIVE OPTIONS

Drama — presenting the play
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 *Recognizing and identifying phoneme-grapheme correspondences /sn/**sn**, /èr/**er**, /èr/**ir**, /èr/**ur**, /èr/**or**
 Recognizing and identifying phoneme-grapheme correspondences /är/**ar**, /ör/**or**
 Recognizing possessive forms with 's
 Recognizing verb endings *ed*, *ing* with dropping final e, doubling final consonant
 *Recognizing and identifying words using graphemic bases *ear*, *eat*
 Noting peak sounds in words; noting number of syllables
 Spelling words using graphemic bases
 Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying correct word order in sentences
 Transforming sentences into questions
 Developing noun and verb, subject and predicate awareness

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, printing skills to produce personal writing
 Printing answers to questions

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words with consonant cluster *sn* and graphemic bases

Literary Appreciation**

Discussing characters
 Relating picture and play
 Identifying terms used in the play
 Comparing play and story forms of the fairy tale
 Reading supplementary books

Listening**

Listening to the story
 Listening to identify new words
 Listening to identify phoneme-grapheme correspondences /sn/**sn**, /èr/**er**, /èr/**ir**, /èr/**ur**, /èr/**or**, /är/**ar**, /ör/**or**,
 Listening to note peak sounds in words; number of syllables

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Listening to the story
Making judgments
Discussing characters
Using the table of contents
Observing picture details
Formulating questions
Identifying terms used in the play
Reading interpretively
Comparing play and story forms of the fairy tale
Recognizing, identifying, and producing sequence
Recalling details
Identifying main idea

Developing Pupil Inquiry

As an introduction to the play in the text read the following story of “The Wolf and the Seven Little Kids” to the group. This will familiarize the children with the story, its plot and characters, and thus prepare them for the play which they will later read and act out. This will also provide a model in procedure to follow in future dramatizations of stories both to be written or to be acted out. With this model to follow, a greater degree of quality in the format of future dramatizations may be expected.

*Listening to
the story*

Have the children listen carefully as you give a dramatic reading of the story.

Once upon a time, in a pretty little cottage near the woods, there lived a mother goat. She had seven little kids whom she loved dearly. (Did you know that baby goats are called kids? They are — they really are.)

Now, in the nearby woods there lived a wicked wolf, and the thing he loved most was eating — especially tender little kids. This made things very troublesome for Mrs. Goat and her family.

One day Mrs. Goat looked in her cupboard and discovered that there was nothing there to eat — not a thing.

“Oh, dear,” she said to herself. “I thought I had enough food to last until my kids were old enough to look after themselves. Now I’ll have to get some more, and I’ll have to leave the kids alone for a while. I do hope that wicked old wolf doesn’t think of some way to trick them while I’m gone.”

She went to the door and called, “*Kids! Little kids! Come here at once.*”

“Here we are, Mamma!” called the kids, as they came running up to her.

“Dear children, I’m going to the woods to get some food,” she told them. “While I’m gone, you must stay in the house and be very careful. If that wolf comes near, he’ll eat you — bones and all!”

The kid’s eyes were big with fear. “We’ll be careful, Mamma,” they promised.

“Keep the door locked,” their mother went on, “and you’ll be safe. And remember — you can tell the wolf by his crackly voice and his big black paws. Don’t let him in.”

“He won’t get us. Don’t worry, Mamma.”

“Good-bye, my children. I’ll hurry,” said Mrs. Goat, as she kissed them all. The kids clustered round and hugged their mother, promising that they would be careful.

Mother Goat waited outside the door until she heard the kids lock it and begin to play. Then she hurried off down the path to the woods.

Now Mrs. Goat did not know it, but the wicked wolf was hiding behind a nearby bush, and he saw her go off, leaving the kids alone.

“Aha!” he said to himself. “This is my chance. I’ll have tender young kid for my dinner this day.” And he grinned a wicked grin that showed all his sharp white teeth.

He hurried home and dressed himself up like Mrs. Goat. Then back he came and knocked loudly on the cottage door.

"Open the door, my children," he called. "Your dear mamma is back. I've good things for you to eat."

When they heard the knock, the little kids stopped playing and looked at each other in alarm.

"We'd better be careful," said one little kid. "That doesn't sound like Mamma's voice to me."

Another little kid wanted to hear the voice again. "What did you bring us, Mamma?" he called.

"I've brought you all kinds of goodies to eat," the wolf replied.

"That's *not* our mamma's voice," said the second little kid. "She has a soft voice."

"You're not our mamma," the kids cried. "You have a crackly voice. You're the WOLF!"

"Drat! I guess I can't fool you," growled the wolf. He pretended to be angry, but to himself he said, "Oh, no? Ha! I've another good plan all ready."

The wicked wolf trotted down the path and through the woods to a store. The storekeeper looked at the wolf suspiciously. He had never seen this customer before, and he thought she looked ugly and wicked in spite of her pretty pink apron and bonnet. However, he said politely, "Can I help you?"

"Yes," said the wolf. "I'd like some chalk."

"Chalk?" said the storekeeper. He still didn't like the looks of this customer, and he was anxious to get rid of her. So he rushed over to the shelf where the chalk was, and got some.

When the wolf went out, the storekeeper was still puzzled. "Now what would she want with chalk?" he wondered.

He went over the window and peeked out. What he saw made him gasp with surprise. "Why! She's *eating* it!" he exclaimed.

Sure enough! The wolf was eating the chalk. It didn't taste very good, but he chewed it up and swallowed it slowly, so that it would go all over his throat. When he was finished, he nodded in satisfaction. "There!" he said, and his voice was very fuzzy. "Now my voice sounds soft."

Back through the woods the wolf went, to the goats' cottage, and knocked on the door.

"Open the door, my children," he called, in his soft fuzzy voice. "It's your mamma."

In the house the kids stopped playing and listened. That didn't sound like the wolf's voice, they thought. It was soft and fuzzy like their mother's voice. Should they open the door and let her in?

But one little kid was suspicious. "Are you sure you're our mamma?" he called.

"Of course, I'm sure," said the wolf a little crossly. "Let me in. I've got all sorts of things for you to eat."

Still the one little kid was suspicious. "Maybe we can see her paws — just to make sure," he said to the others.

The kids all rushed to the window and peeked out. Sure enough, there were the paws on the window sill. But they were not pretty and white like Mother Goat's paws. These paws were black and ugly!

The little kid who saw the black paws first exclaimed with horror, "Black paws! Our mamma doesn't have black paws. It's the wolf!"

"It's the wolf!" shouted all the kids together. "Go away, Wolf! We know who you are. Our mamma has white paws, and you have black paws."

"Let me in!" the wolf demanded. He was hungry and he wanted his dinner.

"We won't!"

"Let me in! Let me in!" shouted the wolf, banging on the door in a rage. "I'll get you yet!" he threatened.

The wolf was angrier than ever when he realized that the kids were not going to let him in. He marched away, muttering to himself, "I'll think of something!"

As he was marching along, muttering to himself, he came to a bakeshop. Suddenly he got an idea. He grinned a wicked grin and went into the bakeshop.

"Baker," he said. "May I please have some dough?"

"We don't usually sell unbaked dough, Madam," the baker began. Then he saw the wolf's sharp white teeth and threatening look. "But I guess I can sell *you* some," he said hastily. He grabbed some dough and shoved it onto the counter.

The wolf took the dough and rushed out, not even waiting to have it wrapped up. Fast as he could go, he hurried over to a nearby mill.

"Miller," he said. "May I please have some flour?"

The miller took a look at the wolf and recognized him, even though he was all dressed up like Mrs. Goat.

"Why, you're the wolf, and you're up to some trick," he said, indignantly. "I'll not give you any of *my* flour."

"What?" snarled the wolf. "Won't give me flour?" He grinned wickedly, showing his big, sharp teeth. "Then I'll eat you up!" he growled.

The frightened miller turned pale and began to shake. "Eat me up?" he quavered. "How much flour did you want?"

He got out a bag of flour, ready to measure some out. But the wolf didn't wait. He grabbed the whole bag and ran out with it, without stopping to pay the miller.

As soon as the wolf was out of sight of the mill, he hid behind some bushes so that no one should see what he was doing. He covered his paws with the sticky dough, until none of the black was showing. Then he dipped them into the flour, to make them nice and white.

When this was done, the wolf went to the goats' cottage once more and knocked on the door.

"Open up, dear children," he called. "I'm home at last."

"It sounds like Mamma," said one of the kids.

"And, her paws are white!" said another kid who was looking out the window.

"It's Mamma, for sure, this time," the kids decided. "Let's open the door." They all rushed to the door and opened it.

In jumped the wolf, with a wicked laugh. "A meal at last," he shouted triumphantly. "And am I ready for it!"

The wolf grabbed the nearest little kid and gobbled him down. He was so hungry that he didn't even stop to chew; he just swallowed the little goat whole. Then he dashed this way and that about the room, grabbing one little kid after another and swallowing them whole, until all the little kids were gone — all but one, that is. The seventh little kid had managed to crawl into the clock, and there he hid, shaking with fright but keeping very quiet, and the wolf didn't realize he was there.

When the wolf had eaten all the kids in sight, he grinned with satisfaction and rubbed his tummy. "How delicious!" he exclaimed. After such a big meal he began to feel sleepy. "I think I'll have a good sleep under a tree," he decided.

He left the cottage and walked slowly through the woods until he came to a big tree near a pond. He lay down under the tree and soon was fast asleep.

Meanwhile Mother Goat came home, with her shopping basket over her arm. As she came to the cottage, she stopped in surprise when she saw the door standing open. Full of alarm, she rushed up the path calling, "Children! Children! Where are you?"

"Let me out, Mamma," called a frightened little voice. "I'm in the clock."

Mother Goat rushed over to the clock and let the frightened little kid out.

"The wolf came, Mamma," sobbed the little fellow. "He tricked us. He had a soft voice and white paws. We thought it was you." He sobbed harder. "He has eaten everyone but me," he wailed.

"Oh, dear! Oh, dear! It cannot be," cried Mother Goat. "How shall we get them back?" For a few moments she shook and cried as she thought of the terrible thing that had happened to her dear little kids. Then she took a deep breath and straightened up. "Come," she said. "Let's go and see if we can find that wicked wolf."

Mother Goat and the seventh little kid searched through the woods. It was the little kid who saw the wolf first.

"Look, Mamma!" he whispered. "There's the wicked wolf. He's sleeping."

"Sh-h-h-!" said his mother. "Run quickly and get my scissors. Hurry! Hurry!"

The little kid ran home as fast as his legs would carry him and was soon back with the scissors. "Here, Mamma," he panted.

Snip, snip, snip, went the scissors, as Mother Goat carefully cut open the wolf. So sharp were those scissors that they didn't hurt the wolf enough to wake him up.

As soon as the wolf was cut open, out jumped the little kids. The wolf had swallowed them so quickly that they weren't even hurt.

"Mamma! Mamma! It's you!" they all cried joyfully.

"Yes, dear children," said Mother Goat. Already she had a plan to get even with the wicked wolf. "Run quickly and get some stones," she told the kids.

The little kids ran off and were soon back with stones as big as they could carry. At their

mother’s direction, they stuffed the stones into the wolf. Then Mother Goat stitched up the opening in the wolf’s stomach.

Just as Mother Goat was taking the last stitch, the wolf stirred and began to wake up. The goats all ran and hid in the bushes to watch what would happen.

The wolf stretched and yawned, “Oh, what a sleep!” Then, as he came wide awake, he realized that he had a bad stomach ache.

“My, I feel terrible!” he groaned. “I must have eaten those kids too fast. I need a drink of water.”

He got up and staggered to the pool. As he walked, the stones inside him rattled and clanked.

“What’s this?” cried the wolf in alarm. “Something is knocking hard at my sides. How could such a thing happen? Those kids have turned to stone!”

As the wolf leaned over the bank, he lost his balance. “Oh! Oh! These stones are pulling me down. Oh, help!” He struggled hard, but the stones were too much for him. Down the bank he tumbled, head over heels, and landed in the water with a giant splash. Weighted down by the stones inside him, he sank down, down, to the very bottom of the pool. And that was the last of him!

When they were sure the wolf was dead, the little kids rushed out from the bushes, singing, “Hurrah! Hurrah! The wolf is dead! The wolf is dead!”

Mother Goat watched them for a few moments, smiling a big smile of joy. Then she called, “Come along, dear children. I’ve lots of good things for you to eat.”

So home they went to a big feast, and they all lived happily ever after.

Making judgments

After the reading, let the children discuss the story freely. You could lead the discussion with questions such as: “What other ways could Mother Goat have made sure that her kids would be safe while she was gone? What other things might the wolf have done to trick the kids? Do you think the wolf deserved what happened to him at the end of the story? Why or why not?”

Discussing characters

Then ask, “Who is the main character of this story? Who are the other characters? Which characters were the happiest? Who was the wisest character? Who was the most frightening character? What other words would describe the wolf?”

Using the table of contents

Have the children turn to the table of contents and find the title of the next story. If no one can read the title, read it for the group. Then ask the children to turn to pages 48 and 49 and look at the photographs.

Observing picture details

Let the children discuss the photographs. “What is happening in the top picture on page 48? What are the children doing in the other pictures on page 48? What is happening in the picture on page 49?”

Formulating questions

Ask the children if they have any questions they would like to pose about this story. They may ask questions somewhat like the following:

- What story is the teacher reading to the children?
- Why are the children making masks?
- What kind of masks are the children making?
- Are the children going to put on a play?

“Listen as I read page 49 and see if you can find the answers to your questions.”

Developing Pupil Response

Read page 49 to the group and then let the children discuss the answers to their questions. They may wish to discuss the photographs further at this point.

Observing picture details

Then have the pupils turn to page 50 and look at the photographs. “What are the children doing in the top picture? What are the children supposed to be? What makes you think so? What is happening in the bottom picture?”

Have the children look at the photographs and illustrations in the rest of the story and discuss what is happening in each one. This will help them to recall the events of the story before the reading begins. Let the children note the illustrator’s detail in portraying the wolf’s anger and hunger and the kids’ curiosity and fear.

Identifying terms used in play

Read the word “Cast” on page 50 for the group and discuss with them the meaning of the word in relation to the character list below. At this time, children could be assigned the roles of the characters.

The word "Scene" at the top of page 51 should be discussed and the words in italicized print. For the first reading you should read these directions and the stage settings.

Just before the children begin to read, make sure that they all understand that the names in the margin opposite each paragraph tell who the speakers are.

Reading

Read through the entire play, letting the children enter into the spirit of the characters they portray.

*Reading
interpretively*

Since this story is set up as a play, the children will be anxious to act it out. As a preparation for this, have the play read several times in dramatic fashion, with one reader reading the introduction (the first two paragraphs on page 49) and settings, and individual children reading the parts of the various characters. Change the parts about for the different scenes, so that each child will have an opportunity to read and interpret several characters.

Synthesizing

*Comparing
play and
story form
of fairy
tale*

Lead a discussion with the group comparing the play and the story form of this tale. Let the children discuss what has been done to the story to turn it into a play. They should note the following: (a) all descriptive passages have been omitted; (b) changes of place are indicated by divisions into scenes, leaving the reader to infer how the characters got from one place to another; (c) most emotions are left for the speaker to interpret with his voice, with only sketchy directions to guide him; (d) certain speeches are given to specific kids, rather than being general as in the story.

One way of approaching this would be to duplicate on individual sheets for the children, the first section of the story which corresponds with Scene 1 in the play, ending at "... I've another good plan all ready" on page 52. Read this part of the story again for the children as they follow on their sheets. Then let the group read Scene 1 of the play in their texts again. By having these two identical parts of the story side by side for comparison, the children will be able to make their observations more easily.

Developing Comprehension, Research, and Listening Skills

*Recognizing,
identifying,
and producing
sequence*

Literal Comprehension. Print the following sentences on the chalkboard. Ask the pupils to read the sentences silently and decide which sentence tells what happened first. Have a pupil read aloud the sentence he thinks should be first and place a number 1 in front of it. If there is any disagreement, have the pupils consult their readers. Continue in the same way until all the sentences have been numbered in the correct order. Then call on a volunteer to read all the sentences in proper sequence.

- (5) The kids told the wolf that his voice was not soft like their mother's voice.
- (2) Mother Goat went to the woods to get food.
- (1) Mother Goat told the kids to be careful while she was out.
- (6) The wolf went away for awhile.
- (3) The kids started to play.
- (4) The wolf, dressed like Mother Goat, knocked on the door.

*Recalling
details*

Literal Comprehension. Print the following exercise on the chalkboard. Ask the pupils to read the first part of each sentence and the two endings. Have them decide which ending will finish the sentence correctly. Call upon individual pupils to tell which ending should be used in each case and ask them to read the whole sentence aloud.

- 1. The wolf said he would eat the miller
 - so the miller gave him the flour he wanted.
 - so the miller pushed him out the door.
- 2. The wolf wanted to make his paws white
 - so he pulled the black skin off.
 - so he put dough and flour on them.
- 3. The kids thought the wolf was their mother
 - so they locked the door.
 - so they opened the door.

4. The hungry wolf got into the house at last
 - so he started to clean it up.
 - so he ate the kids.
5. One little kid saw the wolf eating his brothers and sisters
 - so he hid in the clock.
 - so he asked the wolf not to eat him.

Identifying
main idea

Literal Comprehension. Write the following paragraphs on the chalkboard or duplicate them on sheets of paper and read them for the children. Have the children decide which one of the sentences following each paragraph best sums up the main idea of that paragraph.

1. The wolf wanted to have a soft-sounding voice. Then he could trick the seven little kids. So he slowly chewed up some chalk. When he finished, his voice did sound soft. The chalk had worked!

The wolf had a rough-sounding voice.
The wolf ate chalk to make his voice soft.
The wolf ate chalk.

2. The little kids ran off to look for some big stones. Soon they came back with stones as big as they could carry. They put these stones in the wolf's stomach. Then Mother Goat sewed up the opening in the wolf's stomach.

The little kids ran off.
The little kids put stones in the wolf's stomach and Mother Goat sewed it up.
Mother Goat could sew.

INTEGRATIVE OPTIONS

Drama

Dramatization. Let the children plan and prepare for the presentation of the play. First they should decide whether to put it on as a play or as a puppet show. Then they may list the settings, properties, and puppets needed (encourage them to keep these simple) and decide who is to be responsible for each item needed.

If the children decide to put the play on as a straight play, they may get ideas for costumes from the photographs in the reader, or they may have ideas of their own. The children will not need many costumes or props. A large box full of hats, scarves, and small articles will probably do the trick. This "dress-up box" will become a part of every play, and, supplemented perhaps by some simple paper-bag masks such as those shown in the reader, will prove to be adequate for all the children's dramatic needs.

Before working with the actual script, the children must have an opportunity to play out the story without using dialogue. There is great security for children in knowing that they can simply move about and make believe and not have to worry about "the lines." These acting sessions should be numerous so that many children have the opportunity to dabble in several roles. In this way the best choice of actors for the various parts will become apparent.

During the miming sessions, some words and many sounds will start to appear. This is the moment when the children should turn to the printed script and begin to learn their lines. Do not be concerned if the children depart from the actual script. This is a good sign, for it shows that a creative process is taking place.

When everything is ready, let the children present their play inviting another class or their parents to come and see it.

Book Center

Story Books

Rayner, Mary. *Mr. and Mrs. Pigg's Evening Out*. Atheneum.

Father and Mother Pig leave their 10 little piglets at home for the evening with a wolf babysitter with evil designs on the little porkers.

Rockwell, Anne, retold by. *The Wolf Who Had a Wonderful Dream*. A French folktale. Thos. Y. Crowell.

A wolf spends his day looking for a gourmet dinner while passing up ordinary fare.

Film Center

Films

Getting Along With Others. 10 mins. Coronet 1481.

Adventures of Two Little Goats. 10½ mins. Coronet 726.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using sight and context

Recognizing and identifying consonant clusters *sl, sp, st, sm, sw*

*Recognizing and identifying the phoneme-grapheme correspondence /sn/**sn**

Recognizing and identifying the phoneme-grapheme correspondences /är/**ar**, /ôr/**or**

*Recognizing and identifying the phoneme-grapheme correspondences /ër/**er**, /èr/**ir**, /èr/**ur**, /ér/**or**

Recognizing possessive forms with 's

Recognizing the dropping of final e and doubling of final consonant before verb endings *ed* and *ing*

Recognizing and identifying words, using *sn* and graphemic bases

*Recognizing and identifying words, using graphemic bases *ear, eat*

Noting peak sounds in words; noting the number of syllables

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

A set of cards numbered 1-10 for each child

Lines on the board for chalkboard dictation

Sheets of paper lined for printing

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

Since the vocabulary of the play has not been controlled, there are no new words for this story. Instead, work with reviewing core vocabulary words already introduced in the book.

Print the following words on the board. Give each pupil a set of cards numbered 1-10.

1. city
2. tall
3. people
4. friend
5. buying
6. their
7. these
8. running
9. found
10. catch

As you point to the words, have the children as a group say them.

*Recognizing
and identifying
new words,
using sight
and context*

After this has been completed, call out words at random and have the pupils raise the card with the number of the word on it.

Print these sentences on the board or print them ahead of time on a sheet of lined paper:

They took _____ pets to the pet show.
 There are many parks in the _____.
 Are _____ cakes fresh?
 I _____ the lost ball.
 Can you _____ a ball with your hands?
 We are _____ some new toys at the store.
 Mr. Mugs is my _____.
 There are many _____ out shopping today.
 My brother is very _____.
 Those girls are _____ in the race.

Have a pupil read the first incomplete sentence. Ask the group to study the list of words on the board, choose one that would complete the sentence, and hold up the card with the number of the word on it. Have another pupil come up to the board and identify that word. Print the word selected on the line.

Follow this procedure for the other sentences.

Phonemic Analysis

Print these words on the board:

slow sport stop small swim

Have a pupil read each word. Then, ask another child to identify the consonant cluster in each word. Underline the clusters with different colored chalk as they are identified.

Say the following words to the pupils, having them pay strict attention to the initial sounds in each word: *snip, snatch, snipe, snore*.

Ask the pupils to identify the letters that stand for those sounds. They should be able to identify them as *sn*.

To strengthen auditory perception, say the following pairs of words as the pupils listen to detect the difference in the initial sounds.

sack	sake	sip	sob	sore	sail
snack	snake	snip	snob	snore	snail

Print the following words on the board, saying each one as you print it: *snow, snake, snub, sneak*. Have the pupils recognize the consonant cluster *sn*.

Give each child a Yes card and a No card. Say the following words. If the pupils hear in a word the sound that *sn* stands for, they are to raise the Yes card. If they do not hear that sound in a word, they raise the No card.

swell	snitch	swim	swat	small	speak
snore	sneeze	snip	spill	snail	sweet

Elicit more words with this blend from the children and list them on the board.

Print these words on the board:

park	fort
card	more

Have a pupil read each word as you point to it.

Point to the *ar* in *park* and ask the pupils what sound the letters stand for. They should recognize it as the /är/ sound.

Do the same with the word *fort*. They should recognize this as the /ôr/ sound.

To give the pupils practice in reading words containing diphthongs *ar* and *or*, print the following sentences on the board:

We went to the park today.
 I went before you.

Recognizing
and identifying
consonant
clusters
sl, sp, st, sm,
sw

Recognizing
and identifying
correspondence
/sn/sn

Recognizing
correspondences
/är/ar, /ôr/or

They have more cake than we have.
 Let's mark our spot.
 Isn't it dark in here?
 I think Sam has a sore hand.

Point to sentences at random and have pupils read them.

Recall that *a* followed by *r* stands for a special sound as heard in *farm*, *car*, and *star*, and that *o* followed by *r* stands for a special sound as heard in *fork*, *corn*, and *pork*. Explain that *r* follows other vowels, too, to stand for special sounds.

Say *girl*, *bird*, *first*. Have the pupils note that these words all sound alike in the middle.

Print the words on the board and ask pupils to tell the two letters that are found in all of them. Then pronounce the words again, as the pupils listen to the sound *i-r* stands for in each one.

Follow the same procedure in developing *e-r*, using the words *her*, *fern*, *term*; *u-r*, using *Curt*, *churn*, *fur*; and *o-r*, using *work*, *world*, *word*.

Have the pupils pronounce all the words on the board, to note that they all have the same middle sound despite the variations in spelling. Help the pupils to make the generalization that *ir*, *er*, *ur*, and sometimes *or* are similar in sound, and that we must always see the way a word containing this sound is spelled before we can be sure whether *ir*, *er*, *ur*, or *or* is used.

Print the following words on the board, pronouncing them as you print. Ask individual pupils to read each word and name the vowel and *r* that stands for the /*er*/ sound in the word.

her	third	worm	turtle	worth	curl
fur	word	first	clerk	stir	were

If you feel that some pupils may need a chart as a point of reference, the key words and pictures will be *bird*, *fern*, *turtle*, and *worm*.

Prepare the lined board and distribute sheets of paper lined for printing. The pupils are to follow the directions provided for each group.

Group 1

Ask the pupils to print *ir* in the middle of each of four printing areas. They are then to print the letters that stand for the sounds heard before and after the *ir*, to form the dictated words.

That girl is my sister — girl.
 Is your pet bird a budgie — bird?
 Please stir the stew — stir.
 Joe came first in the race — first.

When the words have been printed, call upon pupils working at their seats to read them. As each word is read, the pupils at the board will erase the word.

Group 2

The pupils are to print *er* in the middle of each of four printing areas. Then proceed as above.

Jenny has her brother with her — her.
 The car started with a jerk — jerk.
 The bird flew to its perch — perch.
 Grandma has a beautiful fern in her planter — fern.

Have the words read and erased as in Group 1.

Group 3

The pupils are to print *ur* in the middle of each of four printing areas and proceed as above.

It's Tony's turn to bat — turn.
 Mommy has a fur jacket — fur.
 Don't burn the toast — burn.
 There's a church on the corner — church.

Have the words read and erased as above.

Recognizing
 and identifying
 correspondences
er/er, *ir/ir*, *ur/ur*, *or/or*

Taking
 chalkboard
 dictation;
 listening
 and printing

Group 4

The pupils are to print *or* in the middle of each of the four printing areas and proceed as above.

Daddy has gone to work — work.
That's the worst story I ever read — worst.
The early bird gets the worm — worm.
Pronounce that word again — word.

Have the words read and erased as above.

Structural Analysis

Recognizing
possessive forms
's

Print these sentences on the board and have them read:

That book belongs to John.
That is John's book.

Now, ask the group if there is any difference in the meaning of the two sentences. They should see that both sentences mean the same thing.

Review possessives with the 's with the children. List some words on the board that use the 's to show possession:

Jan's Curt's mother's father's

Put the following on the board. Have children come up to the board and print 's where needed to show possession.

Fred bike
The frog pad
Brother car
Sister pet
Maria toys
Jack hat
The dog bone

Recognizing
dropping of
final e and
doubling of final
consonant before
ed and ing

Print these words on the board:

move	drop
moved	dropped
moving	dropping

Have a pupil read each word while the others study the lists.

Have the pupils recall what happens to words with final e when *ed* or *ing* is added. They should remember that the final e is dropped and *ed* or *ing* is added.

Follow this procedure in discovering what happens to words that must double their final consonant.

To help the pupils recall these two concepts, print the following on the board:

live	hop	step
_____	_____	_____
_____	_____	_____
like	stop	shove
_____	_____	_____
_____	_____	_____

The pupils, individually, are to tell what happens to the words when *ed* and *ing* are added. Then, they print their answers on the lines.

Follow in this manner until everyone has had at least one turn.

Point out that we can form words by changing the initial consonant or consonants of key words to *sn* or by adding *sn* to key words. Place the following pairs of words on the board. Have the part that is the same in each word of a pair indicated.

Recognizing
and identifying
words, using
sn and
graphemic
bases

back	take	cap	tip	cob	bug
snack	snake	snap	snip	snob	snub
shoot	more	tail			
snoot	snore	snail			

Additional practice may be given by using a Word Wheel as in the lesson plan for "I'm Moving."

*Recognizing
and identifying
words, using
graphemic
bases ear, eat*

To present graphemic bases *ear* and *eat*, place the words below in columns on the board. Working with each column in turn, have the words read and the part that is the same identified and underlined. Let volunteers use some of the words in meaningful sentences.

hear	eat
clear	beat
dear	bleat
fear	cheat
gear	feat
near	heat
rear	meat
sear	neat
shear	peat
spear	pleat
tear	seat
year	treat
	wheat

*Reading
in context
words
formed on
graphemic
bases*

Place the following key words on the board and have them read: *hear, eat, back, truck, like, street, each*.

Print these sentences on the chalkboard.

I like my dear Grandma.
Will you treat me to a snack?
Don't cry another tear.
We have four gears in the car.
I can hear the sheep bleating.
With luck, Jim can beat Pat.
I'm getting a bike next year.
We're having meat and beets and peaches for supper.

Point to the sentences in random order and select pupils to read them. Follow this way until every pupil has read at least one sentence.

Syllabication

*Noting
peak
sounds
in words;
noting
number
of syllables*

Ask the pupils to listen as you say these words. Have them:

1. indicate where the peak or stressed sound is heard;
2. tell the number of parts or syllables in the words.

following	yesterday	Sunday
Saturday	lovely	suffering
everything	swimming	funnily

Spelling

*Spelling
words
formed
on graphemic
bases ear, eat*

Distribute lined sheets of paper to the group to prepare for spelling dictation.

Place *hear* and *eat* on the board and have them pronounced.

In response to the dictated words, the pupils add the letters that stand for the initial sounds heard to either *ear* or *eat* to form the word. These sentences could be used:

We had some meat at dinner — meat.
Is the road all clear — clear?
You are a dear boy — dear.

I like whole-wheat bread — wheat.
 March to the rear — rear!
 Where is your seat — seat?

Ask the pupils to print *hear* on their worksheets and then print the following words as you indicate the initial consonant or consonants.

hear fear gear near sear shear spear tear year

Then have the pupils print *eat* and follow the same procedure to print:

eat beat bleat cheat feat heat neat peat pleat treat

Spelling word:
 wolf

Print the spelling word on the board: wolf

Pronounce the word and call attention to the fact that it is not spelled as you would expect from the sound — that one *o* only is used to stand for the /u/ sound.

Let the pupils study the word for a few seconds. Then ask them to copy the word five times on their worksheets, checking each time to be sure all the letters are in the correct order. Have the word entered in the spelling notebooks.

Erase *wolf* from the board, and have the pupils print the word as you dictate it in a sentence.

The wolf came down from the mountains — wolf.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying correct word order in sentences

Transforming sentences into questions

Developing noun and verb awareness; subject and predicate awareness

Materials Needed

Word cards (See below)

Colored chalks

Sentence Awareness

Recognizing
 and
 identifying
 correct
 word
 order

Arrange the following word cards in the pocket chart in this order:

lived the wolf The woods in

Ask a pupil to read the words aloud. "Does that sentence make sense? Why not?"

"Let's put the words in the right order. Which word should come first? Which word should come second?" etc. Have the children take turns selecting the words in order and moving the cards down to the next pocket to form:

The wolf lived in the woods

Have the sentence read, and ask the pupils whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card and have the sentence read once more.

Continue in the same manner to have the pupils indicate the correct word order for the following scrambled sentences. If there are some words that the children don't know, read them for the group.

did	Mamma	What	you	us	bring
voice	soft	my	sounds	Now	
How	flour	want	much	you	do
pulling	The	down	stones	me	are

Print the following sentences on the chalkboard and have the children read them silently.

The kids are in the house.
The wolf is coming.
I can sell you some dough.
Mamma was getting some food.

To have the children transform the sentences into questions, you might proceed in the following manner:

“Read the first sentence for us. Now let’s change the sentence into a question. To do this we must ask whether or not the kids are in the house. How would you ask this question?”

When a child volunteers the question, print it on the chalkboard beside the sentence and ask another child to read it again. Then let a third member of the group place the correct punctuation mark at the end of the question. Have the children tell what change in word order occurred.

Follow the same procedure to have the children transform the remaining sentences into questions.

Print the following sentences on the chalkboard.

Curt ran.
Pat laughed.
Jan and Alexander hid.
Miss Hill is reading.
The tortoise played.

Have the children read the first sentence. “What word in this sentence tells us the name of someone?” Have a child underline the word *Curt* with colored chalk.

“What word in this sentence tells us what Curt did?” Have another child underline the word *ran* with chalk of a different color.

Continue in the same manner with the rest of the sentences. In the third sentence, accept *Jan and Alexander* or *Jan and Alexander* as the “name words.” In the fourth sentence, accept *is* or *is reading* as the “doing words.” In the fifth sentence, accept *The tortoise* or *tortoise* as the “name word(s).”

Developing
noun and verb
awareness;
subject and
predicate
awareness

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing answers to questions

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Develop a vocabulary chart of phrases related to the kinds of activities children undertake in school.

Things We Do in School

listen to a story	act out a play
make costumes	paint scenery
paint pictures	write a story
dance to music	work with clay

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

Personal
Writing

Have the children write about their favorite school activities. This would be a good opportunity to have them do so since more of them will have enjoyed planning and presenting the play.

Printing and Directed Writing

Printing
sentences
to complete
a story

To encourage children to write stories that are coherent in development, continue to have them answer questions in sequence. Put the following sketches and questions on the board.

1.



Who is sitting under the tree?

2.



What does the cat see?

3.



What did the cat do?

Have the children look at the first picture and read the accompanying question. Have them decide the answer and print it on their sheets of lined paper. Continue in the same way to have them print the answers for the remaining questions. Then have the children take turns to read the finished story.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying words containing the consonant cluster *sn* and graphemic bases

Word Spill

Objective

Recognizing and identifying words containing the consonant cluster *sn* and graphemic bases

Number of Players

Two

Materials Needed

Seven cards with the consonant cluster *sn*; seven cards with the bases *ack*, *ake*, *ap*, *ip*, *ob*, *ail*, *ore*

A container

Procedure

All of the cards are placed in the container. Each player in turn spills the cards and then attempts to make a word by combining a consonant cluster and a base card. Only cards that are face up may be used. A player scores one point for each word. The player with the most points after five turns is the winner.

Decoding
Skills:
Structural
Analysis

Objectives

Enjoying the poem
Enjoying and evaluating illustrations
Identifying rhyming words
Reading interpretively
Miming a poem
Writing stories or poems
Illustrating a poem

Responding to Poetry

Ask the children if they ever like to imagine silly things happening to them. Have the children share their silly daydreams.

"Now I am going to read you a poem about the silly things that a poet imagines happening to her. It is called 'things that can't happen that do...' Listen to see what happens to the poet."

Read the poem to the group. After reading let the children respond freely to the poem and tell in their own words the things that happen to the poet.

Read the poem again and have the children close their eyes and picture in their mind what happens in the poem. Then have the children turn to page 63 and look at the illustration. Have them compare their mental picture with the artist's ideas about the poem. "Do you like these pictures? Why or why not? Do you think they go well with the poem?"

Read the poem again while the children follow in the text. Have the children find the rhyming words in each verse.

Then have the children take turns reading the poem aloud. Encourage them to give lively, expressive readings. The children may wish to mime the poem while a member of the group reads it.

Have the children make up other "Things that can't happen that do." The children could write stories or poems about their ideas or paint pictures illustrating them. Let the children make a "Silly Bulletin Board" display of their work.

Enjoying the poem

Enjoying and evaluating illustrations

Identifying rhyming words

Reading interpretively

Writing stories or poems; illustrating a poem



Objectives

Observing picture details
 Inferring feelings
 Making a chart
 Writing stories
 Illustrating feelings

Why?

Ask the children to turn to page 64. Have a member of the group read the questions on the page and let the group discuss their ideas. If these points do not come up in the discussion, you could ask: "How do the other children feel about the boy with the broken leg? How will the boy's feelings change when his leg heals and his cast is taken off? Why? What do you think might have happened to the boy? Have you ever broken an arm or a leg? If so, how did it happen? Were there any good things about your accident?"

Have the children discuss the pictures and questions on pages 65, 66, and 67 in a similar manner. As they interpret these pictures, encourage the children to associate their own feelings and tell about their own experiences.

With the children, build a cooperative chart of words that describe feelings.

The children might enjoy being authors and writing about a time when they felt happy, sad, thoughtful, or proud and what made them feel that way. As an alternative, the children could paint pictures of their interpretations of these feelings.

*Observing
 picture details;
 inferring
 feelings*

*Making a
 chart*

*Writing
 stories;
 illustrating
 feelings*



Objectives

Observing picture details
Choosing descriptive words
Making a cooperative poem

Word Pictures

*Observing
picture details*

Read the title of the selection to the children and ask them what they think a “word picture” is. If the children come up with the correct explanation, have them make up word pictures to share with the group.

Have the children turn to page 68 and ask what the boy in the illustration is doing. Then read the text and poem on the page. Have the children respond to the sentence at the bottom of the page. You may wish to have the pupils mime the poem to promote a better understanding of it.

Read the poem again, then read the text on page 69, and have the children follow the directions given.

*Choosing
descriptive
words*

Examples of the responses the pupils may give to “a butterfly flying” might be dancing, sailing, floating, hovering, swooping, diving. You may wish to record the responses on a chart or merely have an oral discussion.

*Making a
cooperative
poem*

The response could be the basis for a cooperative poem. Perhaps you could take the words the children use and put them into poetic form, using the form of the poem in the reader. For example:

*Dip your wings in the wind that's blowing,
“What are butterflies usually looking for?”
Looking for flowers, gently blowing —
“How might the butterfly move?”
Dancing and diving,
Dancing and diving —
“How can you change the last line of the poem to complete our new poem?”
And through the air the butterfly's going.*

If this has been an enjoyable experience for the children, you may wish to do another of these examples on another day.

The pictures on page 69 may also be discussed and used for writing descriptive sentences or poems.

INQUIRY SKILLS

Using the table of contents
 Discussing the seasons
 Using a map
 Examining photographs
 Learning a song
 Formulating questions
 Identifying sources of information
 Reviewing use of the data sheet
 Answering the question: making booklets, charts, murals, displays, graphs, pictures
 Reporting orally
 Making a chart summary
 Evaluating project and making judgments

INTEGRATIVE OPTIONS

Walk — going on an observation walk
 Poetry — enjoying a rhyme about the seasons
 Visual Arts — making a mural about the seasons
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Observing the names of seasons, related words
 Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c
 *Recognizing and identifying phoneme-grapheme correspondence /ō/ow
 Recognizing and identifying suffixes er of agent, er of comparison, est, ly, y
 Recognizing plural forms with s, es
 Noting number of syllables in words
 Spelling words using graphemic bases
 Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Developing noun and verb, subject and predicate awareness
 Recognizing and identifying uses of capitalization
 Recognizing, identifying, using irregular past tenses
 Recognizing and identifying pronouns and their antecedents
 Developing awareness of adverbs
 Recognizing and identifying abbreviations

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
 Choosing and printing words to complete a poem

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words and phrases related to seasons

Literary Appreciation**

Enjoying a rhyming poem
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to note number of syllables in words
 Listening to identify phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /ō/ow

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Using the table of contents
 Discussing the seasons
 Using a map
 Examining photographs
 Learning a song
 Formulating questions
 Identifying sources of information
 Reviewing use of the data sheet
 Answering the question: making booklets, charts, murals, displays, graphs, pictures
 Reporting orally
 Making a chart summary
 Evaluating project and making judgments

Summary Chart of Research Activity

Starting Point	Question	Collecting Information	Organizing Information	Presenting Information	Evaluating	Valuing
Reading and discussing text selection and pictures	Various questions on the topic of change through the seasons	Completing data sheets and other means of record information	Answering the questions; Making pictures, charts, graphs	Reporting orally to the group; contributing to co-operative chart	Discussing, gathering, the presenting of information	Discussing the seasons

Starting Point

Using the table of contents

Have the children turn to the table of contents and locate the title of the next selection. Have a member of the group read the title or read it for the pupils yourself.

Discussing the seasons

"What season is it now? How do you know? Do you know when this season begins and ends? What are the other seasons of the year?" Have the children speculate briefly on what the contents of this selection might be.

Using a map

Ask the children on what page the selection begins and have them turn to that page. Read the introductory sentences on page 70 to the group and let the children discuss the answers to the questions. Have a large wall map of Canada available and show the children where the Arctic is. Show them where the Arctic is in relation to where they live in Canada. (As other place names come up in the selection, continue to locate these on the map for the group.)

Examining photographs

Then have the children look at the photograph on pages 70 and 71 and express their reactions to it. Read the text on page 71 to the group and have them respond. "What is another name that we sometimes call this season?" Write the word *autumn* on the chalkboard.

Learning a song

Continue through pages 72 and 77 in a similar manner, discussing the photos, reading the text and having the children respond to it, locating any place names mentioned on the map, and allowing the children to express their thoughts on each season in a general way.

Teach the children to sing the English and French versions of "O Canada" on page 78. You may wish to have the French teacher help you by teaching the French version to the group.

Discussing changes that come with the seasons

Questions

Have a discussion with the group relating the idea of change to the passage of the seasons. Lead the discussion with questions like the following: "What changes happen as we go from

one season to the next? How is fall different from winter? How is summer different from spring? How does the weather change? How does our clothing change? How do our activities change? How do trees and plants change? How do animals and birds change?"

Formulating questions

After the children have discussed what they know, help them formulate questions such as the following, as the basis of their research projects.

How does our weather change from one season to another?

What do we wear in the different seasons?

How do the things we do for fun change during the year?

What changes happen to a (maple, for example) tree from one season to another?

What happens to (rabbits, for example) or (robins, for example) as the seasons change?

When the questions have been posed, write them on the chalkboard and read them with the pupils.

Leave the questions on the board for reference while the children are gathering and presenting their information.

Ask the children which questions each of them would like to research. Divide the group into sub-groups accordingly.

Collecting Information

Identifying sources of information

Before the research begins, have a discussion with the pupils about where they are likely to find information to answer their questions. Field trips to weather stations, clothing stores, nurseries, and sporting goods shops to interview people may be arranged. Reference books in the school library, film strips, mail-order catalogues should be used to answer some of the questions. Polls could be conducted to glean information from other children in the class or school. Supplement the sources of information the children suggest with any of the above which they have missed and any further facilities your community may offer. Stress that there are many different ways of gathering information.

Reviewing use of the data sheet

Ask the pupils what they should do to help remember the various pieces of information they discover in the course of their research. Elicit that they should record their findings on a data sheet.

Give the children whatever guidance they need in doing their research and recording their information.

Organizing Information

Answering the question

When the sub-groups have completed their research, refer to the research questions they posed. "Did you find out what you wanted to know?" Have the pupils discuss their findings using their data sheets.

Making booklets, charts, murals, displays, graphs, or pictures

Discuss with the children what kind of record they could make of the information they found. The children could make booklets, charts, murals, bulletin-board displays, graphs, or pictures to present their information. Each sub-group's record should be a combination of pictorial and written material. Give the sub-groups any needed help in deciding which form their report will take and how to organize it.

Presenting Information

Reporting orally

Have the pupils take turns using the material they presented to give reports to the rest of the group. Written material should be read to the group and any pictures and charts explained. Members of the sub-group can share in these tasks in the presentation.

Making a chart summary

Work with each sub-group to make an experience chart summary of the information they learned during their research. Have the pupils read the completed charts.

Evaluation

Evaluating information gathering, data sheets, presentations, and contribution to the group

Through discussion have the pupils evaluate various aspects of this project:

Did you have any problems gathering your information? Did you go about gathering your information in the best way? If not, how would you improve your methods next time?

Do you think you organized your data sheets well? If not, how could they have been improved?

Did you like the presentation you made? What were the best things about it? What could have been improved?

Do you think that you worked well as a member of your group? How could you improve next time you do group project?

Valuing

Making
judgments

Do you like living in a country with four seasons? How would you like it if it were summer all year round? Or winter most of the year?

INTEGRATIVE OPTIONS

Walk

Going on an Observation Walk. Take the group for a walk around the neighborhood, including a park if possible. Have the children use their senses (touch, taste, smell, sight, hearing) to observe the present season. When you get back to the classroom discuss the children's observations and make a cooperative chart about their walk. You could use the five senses as headings for your charts.

Poetry

Enjoying a Rhyme. Ask the pupils to listen as you read the following rhyme about the seasons. Have the children note the words used to describe each season.

Spring is showery, flowery, bowery,
Summer: hoppy, croppy, poppy,
Autumn: wheezy, sneezy, freezy,
Winter: slippery, drippy, nippy.

"Does this poem describe the seasons the way they are in our part of Canada?" Read the poem again and have the children discuss it from this point of view.

Making a Mural. If the children are interested in making murals, let them plan one depicting scenes of the seasons. Precede the activity by considering what must be done in making any mural. Draw the ideas as far as possible from the children and write them on the board as they are given. Then help them organize the material in chart form. Print the chart on experience chart paper and keep it available for reference. It will prove to be a timesaver and a great help to the children in making murals. The chart should be somewhat as follows:

Planning a Mural

1. Title or main idea.
2. What we are going to put in our mural.
3. What we are going to put in the background.
4. What supplies we need.
5. Where we will put our mural when it is finished.
6. What size the mural will be.
7. What time and season we are going to show in our mural.
8. How much time we will need to make our mural.
9. What each person will do.
10. Make a plan on a small piece of paper or on the chalkboard.

When the chart has been drawn up, let the children plan and make their mural.

Book Center

Story Books

Domanska, Janina. *Spring Is*. (Greenwillow) Wm. Morrow.

A little dog and his friends celebrate the four seasons.

Hall, Bill. *A Year in the Forest*. McGraw-Hill.

True life scenes of the plants and animals in the woods through the year.

Ichikawa, Santomi. *A Child's Book of Seasons*. Parents' Magazine Press.

A low-key loving look at what children do in all kinds of weather.

Film Center

Films

Spring Comes to the City. 11 mins. Coronet 1767.
Autumn Comes to the City. 10 mins. Coronet 3071.
Winter Comes to the City. 10 mins. Coronet 3074.
Seasons of the Year. 10½ mins. Coronet 504.
Spring Comes to the Forest. 10 mins. Coronet 1963.
Spring Comes to the Pond. 10 mins. Coronet 3026.
Autumn Comes to the Forest. 11 mins. Coronet 1964.
Winter Comes to the Forest. 10½ mins. Coronet 1395.
Climates and Seasons. 10 mins. Coronet 3625.

DECODING SKILLS

Objectives

Observing the names of the seasons and related words

Recognizing and identifying the phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c

*Recognizing and identifying the phoneme-grapheme correspondence /ō/ow

Recognizing and identifying phoneme-grapheme correspondences to print initial letters and consonant clusters

Recognizing compound words

Recognizing and identifying suffixes *er* of agent, *er* of comparison, *est*, *ly*, *y*

Recognizing plural forms with *s* and *es*

*Recognizing and identifying words, using graphemic base *ow*

Noting number of syllables in words

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

Sheets of paper 45 cm × 60 cm

Cards for *soap* and *has* for each pupil

Cards for *cake* and *city* for each pupil

Lines on the board for chalkboard dictation

Sheets of paper lined for printing

An *s* and *es* card for each pupil

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

Since this selection is teacher-read, there are no new words. Instead work with words related to the weather.

Start by listing the names of the four seasons on the board:

Spring Summer Fall Winter

Point to each word and say it to the pupils. Ask them if they know another name for *Fall*. Some should remember *Autumn*. Print this on the board as well.

Observing
names of
seasons and
related words

Now, have the pupils think about each season and things that relate to that season. Have them suggest words and list them on the board. The following could be used as a guide to some of these words:

<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>Winter</i>
color	hot	cooler	cold
flower	wind	leaves	snow
trees	rain	colors	sliding
budding	smells	rain	skating
fresh	barbecue	wind	Christmas
breeze	swimming	night	mittens
warm	holidays	short days	coats
thaw	races	school	boots
leaves	hiding	Hallowe'en	snowballs
grass	camping	Thanksgiving	snowmen
jackets	tents	chestnuts	Santa

These are only meant as a guide. Many more words could be found relating to the seasons.

Reread each of your lists with the children. Have them note the pronunciation of each word. The majority of these words are familiar to the pupils and they should have little difficulty with them.

Have children use these words to make a "Season Book." Give them sheets of paper, preferably 45 cm x 60 cm or larger, and tell them to fold the sheets to make four-page booklets. Ask them to print *Spring* at the top of the first page, *Summer* on the second page, *Fall* on the third page, and *Winter* on the fourth page.

Then have the children print words from the lists under the appropriate season title, and find pictures from magazines and newspapers to make season collages for each page. This activity may be an ongoing one for several days.

Phonemic Analysis

Recognizing
and identifying
correspondences
/s/s/, /z/z/

Print these words on the board:

soap	has
bus	does

Have a pupil read each word to the group.

Ask the pupils what sound *s* stands for in each list. They should recognize that the first list has the /s/ and the second list has the /z/. Elicit from the pupils other words with these sounds.

To help the pupils in recognizing the difference between the two sounds, give each child cards with *soap* and *has* on them. Now print these words on the board.

season	is	easily	sink
present	these	because	save
glossy	sister	buys	grabs

Recognizing
and identifying
correspondences
/k/c/, /s/c/

As you point randomly to words, have the children hold up *soap* or *has* depending on which sound *s* stands for in the word.

Print these words on the board:

cake	city
come	slice

Have a pupil read them, then ask the group what sound *c* stands for in each word. They should recognize the first list has the /k/ sound and the second list has the /s/ sound. Elicit other words with these sounds from the pupils.

Make each child word cards with *cake* and *city* on them, and print the following words on the board. Then, follow the same procedure as for /s/s/ and /z/z/:

ice	face	carry	cold
place	city	mice	magic
car	coat	prince	police

Step 1: Hearing. (a) Say these words to the pupils: *snow, blow, tow*. Have them determine what vowel sound they hear in each word and identify it as the glided /ō/ sound.

(b) Read sentences such as these and have the pupils clap everytime they hear the /ō/ sound.

I'll show you the way.

Do you know how hard the wind is blowing?

It snowed late last night.

My dad got a tow for his car.

Step 2: Seeing. Print these words on the board:

snow

blow

slow

Point to each word and say it to the group. Have the pupils note what letters stand for the /ō/ sound: *ow*.

Prepare the lined chalkboard and distribute sheets of paper lined for printing.

Have the pupils follow the directions given for each group.

Taking
chalkboard
dictation;
listening
and
printing

Group 1

Ask the pupils to print *ow* at the end of each of four printing areas. They are then to print the letters that stand for the initial sound or sounds they hear to complete the words you dictate.

When will it snow — snow?

I hope the wind won't blow the tent over — blow.

What do you grow in your garden — grow?

The fire will glow for a long time — glow.

When the words have been printed, call upon pupils working at their seats to read them aloud. As each word is read, the pupils at the board will erase it.

Group 2

Follow the same directions as for Group 1.

Janey has a pet crow — crow.

Will you show me your picture — show?

The ceilings in the playhouse are low — low.

Can you row a boat — row?

Have the words read and erased as above.

Group 3

The pupils are to listen for the initial sound in the words you dictate and print the letters that stand for them.

They were as snug as a bug in a rug — snug.

The cocoa is not sweet enough — sweet.

Can you speak French — speak?

I can't find my slippers — slippers.

Have the consonant clusters read and erased as above.

Group 4

Follow the same directions as for Group 3.

Please stop teasing me — stop.

I saw a snake in that field — snake.

Tim has such a happy smile — smile.

Oh, oh! I'm going to sneeze — sneeze.

Have the consonant clusters read and erased as above.

Structural Analysis

Recognizing
compound
words

Print these sentences on the board:

Let's make a snowman.
Is everyone here?
We're going downtown.

Have a pupil read all three sentences.

Draw the children's attention to the underlined words. Ask them to recall what *compounds* are. They should remember that they are words made from smaller words joined together. Have pupils identify the two words in each compound.

To help the pupils review this concept, print the following on the board:

any	man
some	not
mail	thing
can	where
play	time
every	one

Have a pupil come up to the board and point out two words, one from each list, that would go together to make a compound word. Some of the words may be used more than once. As the words are made, list them on the board.

Recognizing
and identifying
suffixes er of
agent, er of
comparison,
est, ly, y

Recall with the pupils, some of the various suffixes they have learned: *-er*, as in *player*; *-er, est* as in *stronger, strongest*; *-ly* as in *greatly*; *-y* as in *rainy*.

To strengthen recognition of these suffixes, put the following exercises on the board. These may be put on all at once, or one at a time.

1. A person who *plays* on a team is a _____ .
A person who *jumps* is a _____ .
A person who *teaches* is a _____ .
A person who *sings* is a _____ .

- | | | |
|---------|--------|---------|
| 2. tall | taller | tallest |
| small | _____ | _____ |
| great | _____ | _____ |
| slow | _____ | _____ |
| quick | _____ | _____ |
| strong | _____ | _____ |
| fast | _____ | _____ |

3. great + ly = greatly
near + ly = _____
cold + _____ = coldly
sure + ly = _____
_____ + ly = slowly
friend + ly = _____

4. rain + y = rainy
grump + y = _____
_____ + y = catchy
boss + _____ = bossy
grass + y = _____
_____ + y = snowy

Have individual pupils come up to the board and print the correct answers.
Print these words on the board:

door	doors
class	classes

Recognizing
plurals
with s
and es

Have a pupil read each pair of words. Let the rest of the group study the words and recall what happens when words are made plural. They should remember that some words have only s added, while other (class, glass, etc.) have es added. Remind them that you can usually tell by the sound whether s or es should be added.

To help the pupils remember these plural endings, print the following on the board. Give each pupil an s and an es card.

boy + (s, es)	_____
girl + (s, es)	_____
glass + (s, es)	_____
hiss + (s, es)	_____
street + (s, es)	_____
hill + (s, es)	_____
dog + (s, es)	_____
miss + (s, es)	_____
shop + (s, es)	_____
peach + (s, es)	_____

The pupils must decide which plural ending to use to make each word plural. As you point at random to a word, they are to hold up the s card if s should be added, or the es card if es should be added.

After they have made their choice, print the plural form on the line, as the pupils check to see if the correct ending has been chosen.

To introduce graphemic base ow, print the words below in a column on the board. Have the words read, and the part that is the same in all the words identified. Let volunteers use some of the words in meaningful sentences.

snow
blow
crow
flow
glow
grow
know
low
mow
row
show
slow
sow
stow
tow

Place the following key words on the board and have them read: *fight, snow, just, day, bud, mice, all, dark.*

Print these sentences on the board:

It might snow today.
Look at that dust blow.
I see a bright glow in the sky.
Will you mow the grass? I'll pay you.
Slowly the truck towed the car out of the mud.
Row, row, row your boat!
We'll grow some nice tall trees.
Let's throw the ball around in the park.

Point to the sentences in random order, and have pupils read them.

Proceed in this manner so that everyone has a turn. If a child stumbles over a word, refer her or him to the key word involved.

Recognizing
and identifying
words, using
graphemic
base ow

Reading
in context
words formed
on graphemic
bases

Syllabication

Noting number
of syllables
in words

Say the words to the children, having them indicate by holding up one, two, or three fingers, how many syllables are in each word:

tomorrow
Saturday
lightly

today
pullover
every

lively
cover
something

Spelling

Print *snow* on the board and have it pronounced.

Distribute lined sheets of paper for dictation. Instruct the pupils that they are to add the consonants that stand for the initial sounds heard to the base *ow* to create the dictated words. These sentences could be used in the presentation:

I have a slow leak in my tire — slow.
How low is that cave — low?
I'll blow up the balloon — blow.
Let's go to a show — show.
I'll mow the grass for \$2.00 — mow.

Ask the pupils to print *snow* on their worksheets. Then have them print the following words, as you indicate the initial consonant or consonants each time.

snow crow flow glow grow know row sow stow tow

Print the spelling words on the board, pronouncing each word as you print it.

Spelling
words:
season,
winter,
summer,
spring,
fall

season
winter
summer
spring
fall

Let the children study the words for a few seconds. Then ask them to print each word five times on their worksheets, checking to be sure they have put in all the letters in the right order. Have the words entered in the spelling notebooks.

Erase the words from the board and dictate them to the children, using these sentences:

Which season is the longest — season?
In winter, we go to Florida — winter.
I'll bet summer will be hot this year — summer.
In spring, the birds return from the south — spring.
I like the pretty colors of fall — fall.

If a child misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Developing noun and verb awareness; subject and predicate awareness
Recognizing and identifying uses of capitalization
Recognizing, identifying, and using irregular past tenses
Recognizing and identifying pronouns and their antecedents
Developing awareness of adverbs
Recognizing and identifying abbreviations

Materials Needed

Colored chalks
The readers
Newsprint
Lined paper for each child in the group

Developing noun
and verb awareness;
subject and
predicate
awareness

Sentence Awareness

Print the following sentences on the chalkboard.

Maria walks.
Curt and Jan are painting.
The kids ran away.
The frog ate the bug.

Have the children read the first sentence. "What word in this sentence tells us the name of someone?" Have a child underline the word *Maria* with colored chalk.

"What word in this sentence tells us what Maria is doing?" Have another child underline the word *walks* with chalk of a different color.

Continue in a similar manner with the rest of the sentences. In each case, accept the entire subject and predicate or the bare subject and predicate as the "name" and "doing" words.

Recognizing and
identifying uses
of capitalization

Ask the children to skim through the selection to locate capitalized words. Elicit that capitalization occurs in the words that make up the title of the selection; at the beginning of each sentence; at the beginning of the names of places; and at the beginning of special words such as *English* and *French*.

With the group, discuss the reason for the capitalization of the following words: *Arctic* (p. 70); *Prairie Provinces* (p. 77); and *Canada* (p. 78).

At this point, you may wish to summarize the uses of capitalization by making a co-operative chalkboard or newsprint chart. The finished chart may be somewhat as follows:

Capital Letters

Names of people
Names of places
Names of pets
Names of days of the week
Names of months
Names of special days — Hallowe'en
Names of streets
At the beginning of a sentence
For important words in a title
For special words — French, English, I, TV

Verb Forms

Recognizing,
identifying, and
using irregular
past tenses

To reinforce and review correct usage of the irregular past tenses *shook*, *found*, *gave*, *met*, *told*, *hid*, and *came*, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.

"After the race between the elephant and the tortoise, why did the elephant shake his head?"

"After Mr. Mugs fell in the water, what was the first thing he did when he got back into the boat again?"

"Did you find something recently? What did you find?"

"Where did you find it?"

"What did you give your friend today?"

"What did your mother or father give you?"

"Whom did you meet on the way to school today?"

"Whom did you meet on the way home after school yesterday?" (or this week)

"What did you tell your friend?"

“What did someone in your family tell you?”
 “Did you hide something recently? What did you hide? Where did you hide it?”
 “At what time did you come to school today?”
 “Who came to your house this week?”

Pronouns and Antecedents

Print the following exercise on the chalkboard.

The elephant is a strong animal.
 He is very big, too.

The tortoise is a little animal.
 She likes to play tricks.

Curt, you are a good friend.

Jan took her lunch to school.

Janey and Nick are brother and sister.
 They have a pet cat.

Alexander and I went to the game.
 We saw Mr. Mugs run after the ball.

Refer to the first two sentences and have the children read them silently. Direct attention to the pronoun *He* in the second sentence. With the group, establish that *He* replaces the word *elephant* in the first sentence. Have a volunteer underline both words.
 Continue in a similar manner with the rest of the sentences.

Adverbs

Print the words *slowly*, *quickly*, *easily*, and *carefully* on the chalkboard. Ask the children questions such as the following and have them answer in complete sentences, using one of the words on the board each time.

“Does a tortoise run slowly or quickly?”
 “Does an elephant run slowly or quickly?”
 “How should people drive their cars?”
 “What work do you do carefully?”
 “How should you ride your bike?”
 “What work do you do easily?”
 “What sport can you play easily?”
 “Does a wolf run slowly or quickly?”
 “Why does a wolf think carefully?”
 “What did the wolf in the play do easily?”

Abbreviations

List the following abbreviations on the chalkboard.

Mr.	Mrs.
Dr.	St.
Ave.	Rd.
Mon.	Thurs.
Jan.	Sept.
Man.	the name of your province
any local abbreviations the children know	

Recall with the pupils that abbreviations are short ways of writing the longer words, they begin with capital letters, and they end with periods.

Read the abbreviations on the chalkboard in random order and have pupils come to the chalkboard and point them out. Then have individual pupils come to the board, select and point out an abbreviation, and name the corresponding long form.

Recognizing and
 identifying pronouns
 and their antecedents

Developing
 awareness
 of adverbs

Recognizing and
 identifying
 abbreviations

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Choosing and printing words to complete a poem

Materials Needed

Poetry Book for each child
Lined sheets of paper

Developing Readiness for Creative Writing

As an introductory activity to the writing of poetry, read to the children some short poems about the seasons. Discuss particularly the kinds of descriptive words poets use and develop a vocabulary chart similar to the following.

<u>Winter</u>	
white	snowy
icy	freezing
glistening	silvery
howling	crunchy

You might wish to give each child a workbook that could be used as a personal Poetry Book. Have each child print the title "My Poetry Book" and his or her name on the cover. Encourage them to illustrate the covers as they choose.

The pupils' Poetry Books will serve as a record of their progress. Evaluation will be made easier if pupils print the original version of a poem on the lefthand page and the corrected, rewritten version on the righthand page. Progress can be more accurately analyzed if children date their work.

Printing and Directed Writing

In the initial stages of writing poetry, children should not be expected to use rhyme, but should be encouraged to use the most appropriate words. To develop the skill of descriptive poetry, print the following on the board.

Elephant

big, _____
_____, clumsy
swaying, _____
_____, _____,
Elephant

<u>Word Bank</u>	
slow	smelly
gray	strong
proud	swinging

Have the children choose words to complete the poem. Point out that their choice of words will differ and lead them to see that there is no "right" word. Print on the blanks the words agreed to by the group.

Some children may wish to write the poem using words other than those that were chosen in the cooperative activity. Encourage them to do so.

*Integrating
speaking,
reading, writing, and
relationships;
making a
vocabulary chart*

*Making
Poetry Books*

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying words and phrases related to seasons

In Season

Objective

Recognizing and identifying words and phrases related to seasons

Number of Players

One

Materials Needed

One "In Season" board

Four markers for each season: *Winter, Spring, Summer, Fall, Anytime*

Procedure

The player reads each phrase, decides in which season the activity would most likely take place or whether the activity could occur in any season, and places a marker accordingly.

Decoding
Skills:
Word Meaning



Review

COMPREHENSION

Matching characters and descriptions
Identifying main idea
Following directions

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing synonyms and antonyms
Reviewing new words
Reviewing phoneme-grapheme correspondences /är/ar, /ôr/or, /èr/er, /èr/ir, /èr/ur, /èr/or, /ō/ow, /s/s, /z/s, /k/c, /s/c
Reviewing verb endings s, es, ed, ing
Reviewing contractions
Reviewing possessive forms with 's
Reviewing spelling words with graphemic bases
Reviewing the spelling of useful words of spelling words

LANGUAGE DEVELOPMENT

Reviewing matching sentence beginnings and endings
Reviewing capitalizing and punctuating sentences
Reviewing irregular past tenses began, heard, found, stood, fell, shook, won

WRITING

Reviewing vocabulary charts
Reviewing personal writing
Reviewing printing sentences to complete a story

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Reviewing new words

Literary Appreciation**

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /är/ar, /ôr/or, /èr/er, /èr/ir, /èr/ur, /èr/or, /ō/ow, /s/s, /z/s, /k/c, /s/c

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Matching characters and descriptions

Identifying main idea

Following directions

Developing Comprehension, Research, and Listening Skills Review

*Matching
characters and
descriptions*

Literal Comprehension. Have the children read each description and decide which story character listed at the top of the exercise it describes. They are to write the number of the character beside the description.

- | | | |
|---------------|-------------|----------------|
| 1. Alexander | 4. Jan | 7. elephant |
| 2. bus driver | 5. Mrs. Owl | 8. wolf |
| 3. Mr. Mugs | 6. tortoise | 9. Mother Goat |

- He ate all the kids but one. (8)
He dreamed that he scored a touchdown in a big football game. (3)
He made up his mind to go to school. (1)
She said that he could jump over the elephant. (6)
She thought that her child was the most beautiful of all. (5)
She put rocks into the wolf's stomach and sewed him up. (9)
She didn't want the boys to play football with the girls. (4)
He was tricked into thinking he had lost a race. (7)
He got angry when someone kept ringing the bell. (2)

*Identifying
the main
idea*

Literal Comprehension. Print the activity below on the chalkboard or duplicate and distribute copies of the activity to each pupil. Tell the pupils that one of the sentences in each pair tells what a whole story was about and the other tells only one little thing that happened in the story. Ask them to read each pair of sentences and decide which sentence tells the main idea of the story. Then have a child read that sentence orally and erase the other sentence. Discuss each group of sentences with the pupils, helping them to explain the reasons for their choices.

1. Alexander got on a school bus and finds trouble.
Alexander sat next to a girl. (erase)
2. A peacock has shiny feathers and a big colorful tail. (erase)
A mother owl thinks her child is the most beautiful in the schoolyard.
3. We find out something about a city by looking at pictures and reading the words that go with them.
There are many cars and trucks in the city. (erase)
4. The children were sorry they had told Mr. Mugs to go away, and they changed to another game that he could play too.
Every time someone kicked the ball, Mr. Mugs ran after it. (erase)
5. A wicked wolf ate six of Mrs. Goat's seven kids. (erase)
A wicked wolf tricks little goats and eats them, but the mother goat gets her kids back and tricks him.
6. A tortoise tricks an elephant into thinking she can jump well and run faster than he can.
A tortoise boasted that she could win any race. (erase)

*Following
directions*

Literal Comprehension. This exercise may be printed on the chalkboard or duplicated to be done as seatwork. The children are to read the directions and do as two or three of them say.

1. Make a picture of a busy city street.
2. Make a picture of Alexander making a peanut butter sandwich for lunch.
3. Make a picture of Mr. Mugs with a football helmet on.
4. Make a picture of the peacock and his child in the forest.
5. Make a picture of the tortoise jumping over the elephant.
6. Make a picture of the wolf showing the kids his white paw.

DECODING SKILLS

Objectives

Reviewing synonyms

Reviewing antonyms

Reviewing new words, using visual memory

Reviewing the phoneme-grapheme correspondences /a/s, /z/s, /k/c, /s/c

Reviewing the phoneme-grapheme correspondences /är/ar, /ôr/or, /ër/er, /èr/ir, /èr/ur, /èr/or

Reviewing the phoneme-grapheme correspondences /ō/ow

Reviewing verb endings s, es, ed, ing

Reviewing contractions

Reviewing possessive forms with 's

Reviewing phoneme-grapheme correspondences and graphemic bases to spell words

Reviewing the spelling of useful words

Reviewing the spelling of spelling words

Materials Needed

A set of cards numbered 1-10 for each pupil

Duplicated worksheets (see below)

Sheets of paper lined for printing spelling words
ach pupil

An s card and an es card for each pupil

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning Review

*Reviewing
synonyms*

Give each pupil a set of cards numbered 1-10. Place the following columns on the chalkboard.

_____ arrived	1. started
_____ began	2. quicker
_____ cheered	3. little
_____ faster	4. woods
_____ forest	5. came
_____ leaving	6. yelled
_____ small	7. vans
_____ staring	8. little
_____ tortoise	9. going
_____ trucks	10. turtle

Point to the word *arrived*. Ask the pupils to find in the other column a word that means the same, or almost the same, as the word *arrived*. When they have located the word, they are to look at the number beside it and hold up the card with that number on it. When the cards have gone up, print the number (5) on the line beside *arrived*.

Follow the same procedure with the other words in the left-hand column. When all the synonyms have been matched up, have some of them used in sentences to show that the synonyms can be interchanged without changing the meaning.

*Reviewing
antonyms*

Have the pupils keep their sets of numbered cards. Place the following columns on the chalkboard:

Part 1

_____ arrive	1. after
_____ began	2. lost
_____ before	3. leave
_____ boys	4. near
_____ won	5. ended
_____ buying	6. slower
_____ far	7. girls
_____ faster	8. selling

Part 2

_____ found	1. cry
_____ fresh	2. lost
_____ laugh	3. brother
_____ mine	4. stale
_____ sister	5. sat
_____ sleep	6. dark
_____ stood	7. yours
_____ bright	8. wake

Working first with Part 1 and then with Part 2, proceed as above, having the pupils locate words of opposite meanings and hold up the cards with the numbers of the words on them. When all the antonyms have been matched, have some of them used in sentences to show opposite meaning.

*Reviewing
words, using
visual
memory*

Print the following words on the chalkboard:

small	surely	ring	fruit
dark	doubt	shopping	even
driver	football	should	hear
laugh	players	very	silly
any	minute	busy	slowly

Point to a word at random and ask a pupil to identify it. As each word is identified, call upon a volunteer to use it in an oral sentence to show meaning. Give help with the sentences if necessary. Try to see that each child has a chance to identify at least two words and to compose one sentence.

Phonemic Analysis Review

*Reviewing
correspondences
/s/s, /z/s,
/k/c, /s/c*

Review these four sounds by printing the following words on the board:

seat was cake city

Have a child read each of the words to the group. After reading, have the children identify the sounds s and c stand for.

Give the pupils practice in identifying these sounds by having them read words containing them in sentences such as these. Print the sentences on the board or on large sheets of white paper.

Let's go to the falls.
He has a cold.
The cake is good.
The city is a busy place.
Can you sell these?
That is a fantastic idea!
My pet cat eats peaches.
The police found Mr. Mugs.

Point to the sentences in random order and have the pupils read them. Ask them to tell which words have the same sounds as the sounds being reviewed, and identify the letter that stands for the sound each time.

Continue until each child has had at least one turn.

Recall with the children what consonant clusters are. On the board, list the following consonant clusters.

*Reviewing
consonant
clusters
(worksheet)*

tr
fr
dr
gr
br
pr

cl
bl
fl
gl
pl

st
sm
sw
sp
sl
sn

Elicit from the pupils some words that begin with consonant clusters.
Distribute the following worksheet.

ark
ap
ight
ob
all

oon
ack
ain
in
ent

ice
ell
ail
og
ug

oot
y
ish
ot
ink

tr
cl
st

fr
fl
sm

dr
gl
sw

gr
pl
sp

cr
bl
sl

br
sn

pr

The pupils are to make as many words as possible by joining clusters with the graphemic bases. The completed words may be printed in the space provided. Bases may be used more than once.

Print these words on the board. Instruct the children to listen to the different sounds that a vowel and *r* stand for.

Reviewing
correspondences
/är/ar, /ôr/or,
/èr/er, /ér/ir,
/èr/ur, /èr/or

park

pork

her

girl

hurl

work

Have a pupil read each word to the group. Have the pupils identify the vowel and *r* that stands for each sound.

To provide additional practice, give each child three cards: one with *dark*, one with *more*, and one with *fern*. In response to the following words being read out orally, the pupils raise the card for the word that has the same sound as the given word. Use these words:

curl
for
lark
before

work
were
cork
Curt

turn
bird
turtle
fur

first
dark
churn
shark

Reviewing
correspondence
/ō/ow

Print these words on the board:

glow

snow

tow

Have a pupil read each word to the group.

Now, ask them what sound of /o/ they hear from each word. They should recognize it as the /ō/.

To give the pupils additional practice, print the following words on the board:

not
boy
snow
tow

for
boss
row
blow

long
slow
stow
bow

Point to the words in random order and have various pupils identify them. After each word is read, have the pupils hold up their right hand if they hear in it the same sound as is heard in *snow*. If they do not hear the /ō/ as in *snow*, they raise their left hands.

Follow this procedure until everyone has had a turn.

Structural Analysis Review

Reviewing
verb endings
s, es, ed, ing

Recall with the pupils the various verb endings, *s*, *es*, *ed* and *ing*, and the various forms the verbs take. Remind them of some of the rules: drop final *e* before adding *ed* or *ing*; double final consonant of some words before adding *ed* or *ing*. Put some examples on the board:

move	→	moves	→	moved	→	moving
put	→	puts	→	putting		

Now, have pupils try some. Put these words on the board and have individuals suggest what must be done to add the various endings to each.

As each suggestion is made and is approved by the group, print the inflected form.

add	_____	_____	_____
grab	_____	_____	_____
stop	_____	_____	_____
dance	_____	_____	_____
play	_____	_____	_____
love	_____	_____	_____
live	_____	_____	_____

Proceed until each child has had at least one turn.

Reviewing
contractions

Recall with the pupils what contractions are. Put a few examples on the board:

would not = wouldn't
 did not = didn't
 I will = I'll
 they are = they're
 we have = we've

Have a pupil read each pair of words to the group. To help the pupils remember how to use contractions, print the following on the board.

They will go home now.
I have played all morning.
There is a new day coming.
He will do the job.
You should not have come.
They are very happy.
I have a gift for you.

The pupils must suggest a contraction to take the place of the underlined words. When the contraction suggested is approved by the group, print it beside the corresponding long form.

Proceed until everyone has had at least one turn at reading a sentence or suggesting a contraction.

Reviewing
suffixes

Recall with the pupils the various suffixes they have studied. Put a few examples on the board:

play + er = player
 near + er = nearer
 near + est = nearest
 slow + ly = slowly
 rain + y = rainy

Review each example with the children, having them identify the root word and the suffix and pronounce the suffixed form.

Print the following sentences on the board.

This fruit looks fresher than that.
This cake is smaller than the one before.
We went to school as quickly as we could.
That's the lightest truck we have.
The catcher dropped the ball.
She is the kindest girl I know.
Janey carefully put the glasses away.
That toy train is slower than mine.
The keeper showed us the giraffes at the zoo.

Have the children identify each suffix. Underline each one in color.

Recall with the pupils the various things that must be done when plurals are made: adding s and es. Put some examples on the board:

*Recognizing
plural
forms with s, es*

food + s = foods
piano + s = pianos
class + es = classes
bus + es = buses

Review each example with the pupils. Elicit that we can usually tell from the pronunciation which plural ending should be used.

To give the pupils help in making plurals, put the following exercise on the board, and give each child an s card and an es card.

glass =	game =
room =	lunch =
peach =	team =
bed =	truck =
fin =	boss =
football =	friend =

In response to each word, the pupils must decide which ending to use to make the word plural, then hold up the card with that ending on it. When the ending has been selected, print the plural form beside the singular.

Recall with the pupils what possessives are. Put a few examples on the board:

*Reviewing
possessives
with 's*

Tom	Tom's
dog	dog's
boy	boy's

Print the following on the board.

Dad	book
Mother	glasses
Tom	paper
The bird	nest
The home	back door
The puppy	tail
The car	wheels
Janey	picture
Dick	sister

In response to each set of words, the pupils must tell what should be added to show possession and name the word to which the 's should be added.

Spelling

*Reviewing
spelling
words
formed
on graphemic
bases*

Distribute lined sheets of paper for dictation. Due to the number of bases, present the dictation in two parts.

Print these bases on the board:

ail all ark ar ore

Instruct the pupils that they should combine initial consonants and these bases to create the dictated words. These sentences could be used for the dictation:

Mr. Mugs has a white tail — tail.
Our car won't stall — stall.
Listen to him bark — bark!
Dad bought a new car — car.
I'll get it at the store — store.

Now, present the second set of bases. Follow the same procedure as before.

each ind ear eat ow

Can you reach that — reach?
You are a kind person — kind.
I fear that a ghost came into the room — fear!
What treat can you have — treat!
Look at the white snow — snow.

*Reviewing
spelling of useful
words*

Because of the number of words, present them in two groups. Print the first group of words on the board:

these their how been

Allow the pupils a few moments to study them, then erase the board and dictate the words, using these sentences:

Are these cookies for us — these?
I have all their jackets — their.
Do you know how to dance — how?
I've been to Zanzibar — been.

Now, present the second set of words, following the same procedure as before.

should which why anyone

Why should I go home — should?
Tell me which cupboard they are in — which.
I don't know why we lost — why.
Has anyone seen Mr. Mugs — anyone?

*Reviewing
spelling
of spelling
words*

Because of the number of spelling words, present them in three groups. Print the first group of words on the board.

people city eyes heard
busy carry boys poor

Allow the pupils a few moments to study the words, then erase them and dictate. These sentences could be used for the dictation.

The people poured through the doors — people.
 We are very busy today — busy.
 How large is the city — city?
 Your eyes are blue, right — eyes?
 Please carry the box — carry.
 The boys enjoy cooking — boys.
 I heard a bird — bird.
 There are many poor people in the world — poor.

Print the second set of words on the board and proceed as before.

minute	found	together
great	arrive	answer

Come here the minute you're back — minute.
 There goes a great person — great.
 I found the buried treasure — found.
 We will arrive at noon — arrive.
 Let's go biking together — together.
 I'll have an answer later — answer.

Now, print the final set of words on the board and proceed as before.

tomorrow	season	summer	fall
wolf	winter	spring	

Let's go camping tomorrow — tomorrow.
 That wolf ate everything in the house — wolf!
 'Tis the season to be jolly — season.
 We ski in winter — winter.
 During summer holidays, I go to camp — summer.
 Do you like spring showers — spring?
 All the leaves fly off the trees in fall — fall.

LANGUAGE DEVELOPMENT

Objectives

Reviewing matching sentence beginnings and endings

Reviewing capitalizing and punctuating sentences

Reviewing irregular past tenses *began, heard, found, stood, fell, shook, and won*

Materials Needed

A set of cards numbered 1-5 for each child

Sentence Awareness Review

Print the following sentence beginnings and endings on the chalkboard. Give each child a set of cards numbered 1-5.

*Reviewing
matching sentence
beginnings and
endings*

One day an elephant
 The tortoise
 Mr. Peacock was
 Should Mr. Mugs
 Alexander made up

1. the most beautiful bird in the forest.
 2. met a tortoise.
 3. his mind to go to school.
 4. played a trick on the elephant.
 5. play football with the children?

*Reviewing
capitalizing
and punctuating
sentences*

Point to the first sentence beginning and ask a child to read it as the others follow along.

“Now look at the parts of sentences in the other row to find the ending that goes with ‘One day an elephant.’ Look at the number beside it. Then hold up your card with the same number on it.”

When the cards have been raised, ask a pupil to read the ending selected. Then have another child read aloud the beginning and the ending, as the others listen to be sure the parts go together to make a complete sentence that makes sense.

Work in the same manner with the other sentence beginnings and endings.

Place sentences such as the following on the chalkboard and have the children take turns adding the necessary capitalization and punctuation; or you may wish to have the pupils copy the sentences on their papers, adding the capitalization and punctuation as they do so.

1. the little kids lived in a house near the woods
2. who will win the race
3. mr peacock and mrs owl each had a beautiful child
4. hallowe'en is in oct
5. i will eat my lunch now
6. jan and pat are going to see dr hill on wed morning
7. nick lives on high st in lakeside
8. we think that curt likes the story called three little kittens

Verb Forms Review

Print the following exercises on the chalkboard. Have the pupils read each sentence and the words at the end. Then direct them to select the word that correctly completes the sentence. Print the correct word in the blank space, or let a child do so, and then have the completed sentence read again.

1. Jill _____ to read her new book today. begin began
2. Alexander _____ the birds singing in the forest. heard hear
3. Curt and Jan _____ their old football in the yard. find found
4. Mr. Mugs _____ near the ball. stood stand
5. Dick _____ over the box. fell fall

*Reviewing
irregular past
tenses began, heard,
found, stood, fell*

WRITING

Objectives

Reviewing vocabulary charts
Reviewing personal writing
Reviewing printing sentences to complete a story

Materials Needed

Vocabulary charts
Examples of personal writing
Personal Journals
Lined sheets of paper

Developing Readiness for Creative Writing

Review the vocabulary charts. As each chart is displayed, have the pupils read as many of the words as they can. If there are words they do not recall, read them to the children and then have the children read them after you.

Have the children gather together several examples of personal writing they have done recently. Let each child select a favorite piece of writing and read it to the rest of the group.

If some children wish to do so, provide time for them to share Personal Journal entries.

*Reviewing
vocabulary charts*

Personal Writing

Personal Journal

Printing and Directed Writing

*Printing
sentences
to complete
a story*

Print the following on the board.

1. Curt and Pat like to go swimming.
Who likes to go swimming?

2. They want to swim tomorrow.
When do they want to swim?

3. They will swim in the lake in the park.
Where will they go swimming?

Have the children read silently the sentences and questions on the board. Then ask them to print the three answers on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Reviewing new words

*Decoding
Skills:
Word
Meaning*

Objective

Reviewing new words

Number of Players

One

Materials Needed

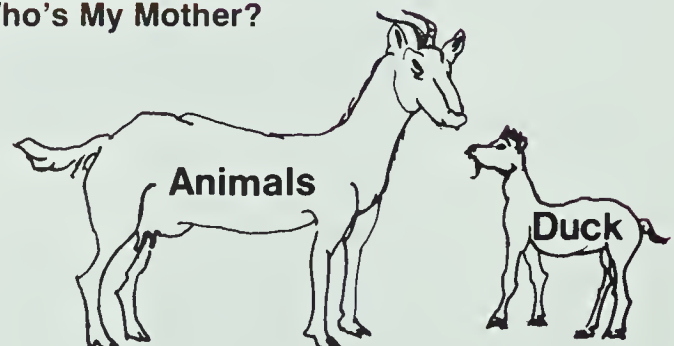
Set of three large goat figures with the words *Animals*, *People*, *Places*

Set of twenty-one small goat figures with words such as *crow*, *duck*, *peacock*, *tortoise*, *elephant*, *wolf*, *owl*, *brother*, *clowns*, *father*, *girl*, *mailman*, *police*, *boy*, *hill*, *lake*, *shopping center*, *town*, *house*, *park*, *road*: four words such as *fast*, *crash*, *beside*, *flower*

Procedure

The player matches the goat to its “mother” by classifying the words.

Who's My Mother?



Objectives

Enjoying the poem
 Discussing reactions to the poem
 Enjoying the illustration
 Miming elements of the poem
 Recording interpretive readings of the poem
 Making sound effects
 Writing poems and stories
 Illustrating the poem

Responding to Poetry

Enjoying the poem

Do not tell the children the title of this poem. Just tell them that you are going to read a poem to them and would like them to listen and see how it makes them feel.

Discussing reactions to the poem

Read the poem with as much feeling as possible. You could build up a crescendo to the word "GHOST."

Enjoying the illustration

Give the children an opportunity to discuss their reactions to the poem. "How does the poem make you feel? Why does it make you feel this way?"

Miming elements of the poem

Have the children turn to page 6 and look at the background illustration. Let them discuss their reaction to the illustration. "Why do you think the artist drew this picture to go with the poem?"

*Reading interpretively
 Making sound effects*

Read the poem again and have the children follow in their books. Then let the children mime some of the elements of the poem. "Let's be spooky, ghostly trees waving in a gentle breeze. Be the trees in a strong wind. Be a ghost. How would you walk?" Let the children take turns being someone walking through the woods, entering the house, then the room, opening the cupboard, looking on the shelf, finding the box, opening the box, and reacting to the ghost inside. The children could work in pairs — one child reading the poem dramatically while the other acts it out.

Writing poems and stories

The children may enjoy recording their readings of the poem. They could experiment with making sound effects such as whistling wind, creaking doors, squeaky floors as a background for their recorded readings.

Illustrating the poem

Some children might enjoy writing a poem of their own, using the reader poem as a model. Others might like to write ghost stories.

Let the children draw pictures expressing the mood of the poem or illustrating the poems or stories they wrote.

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Applying story ideas to personal experience
Observing picture details
Recalling details; verifying answers
Identifying colorful language
Drawing inferences; inferring feelings
Identifying problem and solution
Recognizing, identifying, producing sequence
Summarizing the story
Identifying main idea
Discriminating between real and make-believe

INTEGRATIVE OPTIONS

Discussion — discussing and making a list of blackout activities; discussing electricity
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondences /k/ **c**, /s/ **c**
*Recognizing and identifying phoneme-grapheme correspondences /j/ **g**, /ng/ **ng**, /nt/ **nt**
Recognizing and identifying plural forms with s, es; verb ending es
*Recognizing and identifying words using graphemic bases *ing*, *ang*
Noting number of syllables and stressed syllables in words
Spelling words using graphemic bases
Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Discriminating between complete sentences and fragments: expanding fragments
Recognizing and identifying compound sentence patterns using connectives *and*, *so*, *but*
Recognizing and identifying sequence words
Punctuating sentences: exclamation points, periods, question marks
Recognizing, identifying, using irregular past tenses *felt*, *found*, *snag*, *forgot*
Recognizing and identifying pronouns and their antecedents

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Printing letters in reduced size
Writing an ending to a story

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /k/ **c**, /s/ **c**, /g/ **g**, /j/ **g**

Literary Appreciation**

Relating picture and story
Applying story ideas to personal experience
Identifying colorful language
Drawing inferences about story characters' feelings; about story situations
Identifying problem and solution
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /k/ **c**, /s/ **c**, /j/ **g**, /ng/ **ng**, /nt/ **nt**
Listening to note number of syllables and stressed syllables in words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating
Applying story ideas to personal experience
Formulating questions
Observing picture details
Reacting to what is read
Recalling details; verifying answers
Identifying colorful language
Drawing inferences; inferring feelings
Identifying problem and solution
Recognizing, identifying, and producing sequence
Summarizing the story
Identifying main idea
Discriminating between real and make-believe

Developing Pupil Inquiry

*Using the table
of contents*

Have the pupils turn to the table of contents. "Find the title of the first story in the book. What is the name of the story?" If no one can read the title, read it for the group.

Speculating

Give the children an opportunity to discuss and speculate on the title. "What kind of a storm do you think this will be?" When someone suggests "thunderstorm" say, "How do you feel during a thunderstorm? Why do you feel this way? How do you think Mr. Mugs will feel about the storm? Why? Have any unusual things ever happened to you during a thunderstorm? If so, tell us about them." Let the children talk freely and share their feelings and experiences.

*Applying story
ideas to personal
experience*

*Formulating
questions*

"Is there something you would like to know about this story? What questions would you like to ask?"

When someone volunteers a question, print the question on the chalkboard or on a sheet of newsprint.

If the pupils don't ask any questions, model the questions for them. You might say, "I would like to know how Mr. Mugs feels about the storm. How would *you* ask me that question?"

When a child has asked the question, print it on the chalkboard.

"What else would you like to know about the story?"

If no one wants to know anything else or if the children have difficulty formulating further questions, continue your modeling of the questions.

Have the pupils look again at the table of contents and find the number of the page on which the first story begins. "Let's turn to page 8 and see what we can find out about the stormy night."

*Observing
picture details*

Have the pupils turn to pages 8 and 9 and look at the illustrations. Discuss questions such as the following: "What are Curt and Jan doing in the picture? How do you know that there is a thunderstorm outside?"

*Formulating
questions*

"What other questions have you been thinking about while you were looking at this picture?" Record any further questions the children pose.

Have the children look through the illustrations in the rest of the story. Discuss the happenings in them briefly with the group.

Ask the children if they have any more questions they would like to ask about the story now. Print these questions on the chalkboard or newsprint also. Questions might be:

How does Mr. Mugs feel about the storm?

What is the storm like?

What will happen during the storm?

Why does the house get all dark?

"Now let's read the story to see whether we can find the answers to our questions."

Developing Pupil Response

Reading

Have the pupils read the story silently. (With some groups, however, you may wish to read and discuss the story page by page.)

Reacting to what is read

When the reading is finished, let the children express their reactions to the story.

Recalling details; verifying answers

Then refer the group to the first question. Have the children give the answer in their own words.

"How did you find out the answer to this question?" Elicit that they found out by looking at the pictures and reading the story. Have the children read the lines of text that answer the question.

After the first question has been answered and verified, have a pupil check it off in the question box.

Continue in the same manner until all the questions in the box have been discussed and, if applicable, verified in the text or through the illustrations.

"What word pictures did the author use to make the storm in the story real to us?" Have the children skim the story silently to find and read to the group the colorful phrases.

"Find and read the sentences that tell us there was thunder and lightning."

"Find and read the sentence that tells us the lights went out."

"Find and read the sentence the author uses to describe the falling rain."

"What word picture did the author use to describe the wind? Read the sentence."

"How does the author make us see the lightning? Read the sentence."

"What unusual expression did the author use to tell us that Curt was afraid?"

"How else did the author let us know that Curt was afraid? Read the sentence."

"What interesting way did the author tell us there were shadows on the wall? Read the sentences."

"Find and read the ways the family amused themselves while the lights were out."

"What did the children learn about electricity? Find and read the sentence."

Identifying colorful language

Synthesizing

Drawing inferences; inferring feelings

1. "Why was Curt afraid when the lights went out? How did Mr. Mugs frighten him? How did Curt feel about going to bed in the dark?"

Discriminating between real and make-believe

2. "Could this story really have happened? Why do you think as you do?"

Identifying problem and solution

3. "What was the problem in this story? How do you think it was solved? Was this a good solution? Why or why not?"

Applying story ideas to personal experiences

4. Would you have acted the way anyone did in this story if you had been there? What would you do if the lights went out?"

Developing Comprehension, Research, and Listening Skills

Recognizing, identifying, and producing sequence

Literal Comprehension. Print the following sentences on the chalkboard. Have the children read them, decide in which order the events occurred in the story and then number them accordingly. Have a pupil record the numbers beside each sentence on the chalkboard.

They ate supper and made shadow pictures on the wall. (4)

Mommy got some candles and the flashlight to light up the room. (3)

Mr. Mugs hid behind the couch and wouldn't come out for awhile. (2)

The family went to bed, but Curt and Mr. Mugs woke up when the lights came on again. (6)

During a storm, there was a loud crack of thunder and all the lights in the house went out. (1)

After supper they told a ghost story and sang songs (5)

Summarizing story

Literal Comprehension. Have the children read the following sentences that you have printed on the chalkboard. Let the children decide which three sentences best sum up the events of the story. Have these sentences underlined by different pupils.

One night Mommy and Daddy were making supper.

One night there was a big storm and the lights went out. (underline)

The rain came down very hard and it was very windy.

Mr. Mugs was frightened by the storm.
 The family ate supper, played games, told stories and sang songs in the dark.
 (underline)
 The family made shadow animals on the wall.
 The family went to bed with the lights still out but they came on during the night.
 (underline)
 Curt turned out the light in his bedroom.

Identifying
main idea

Literal Comprehension. Print the following sentences on the chalkboard and have the children read them. Let the children discuss the sentences and decide which one tells the main idea of the story. Have a pupil come to the chalkboard and erase the other two sentences.

One night the lights went out during a big storm but the family still had fun.
 The lights went out and Mr. Mugs was afraid. (erase)
 The family ate supper in the dark. (erase)

Discriminating
between real
and make-believe

Critical Comprehension. Print the following sentences on the chalkboard. Ask the children to read the sentences and decide if what they say could really happen. Then call on individuals to read each sentence aloud, and print "Yes" after the sentence if it could really happen, and "No" if it couldn't.

1. Can a ghost dance on the wall?
2. Can Mother cook supper?
3. Does the power ever go off?
4. Can thunder hurt you?
5. Does a rabbit ever quack like a duck?
6. Does a tiny bird roar like a monster?
7. Does a milking machine eat sausages for lunch?

INTEGRATIVE OPTIONS

Discussion

Discussing and Making a List of Blackout Activities. Let the children discuss what they and their families do or could do during a blackout. Make a list on the chalkboard or chart paper as the children suggest various games and activities. When a child mentions an activity that others in the group are unfamiliar with, have him or her teach the game or activity to the others.

Discussion

Discussion about Electricity. Promote a discussion about electricity and its uses. Encourage the children to suggest as many things as possible that need electricity to run.

Some children might bring to class pictures of things requiring electricity. Others may like to draw their own pictures. Arrange these in a display on the bulletin board.

Book Center

Story Books

Anderson, Lonzo. *The Day the Hurricane Happened*. Charles Scribner's Sons.
 The dangers faced by a loving family when a hurricane strikes their island.

Lisker, Sonia O. *Lost*. Harcourt Brace Jovanovich.

A boy gets lost and frightened at the zoo but he helps another smaller boy and the day ends happily in a picnic.

Film Center

Films

Taffy's Imagination (Fear of the dark). 11½ mins. Coronet 3578.

Shadows, Shadows Everywhere. 9½ mins. Coronet 3160.

Electricity for Beginners. 10½ mins. Coronet 1566.

Electricity All About Us. 12 mins. Coronet 3449.

DECODING SKILLS

Objectives

- Recognizing and identifying new words, using definition clues
- Recognizing and identifying new words, using context clues
- Recognizing and identifying new words, using classification
- Observing special words
- Recognizing and identifying the phoneme-grapheme correspondences /k/c, /s/c
- *Recognizing and identifying the phoneme-grapheme correspondence /j/g
- *Recognizing and identifying the phoneme-grapheme correspondences /ng/ng, /nt/nt
- Recognizing initial, medial, and final sounds in words
- Recognizing and identifying phoneme-grapheme correspondences to print initial letters and final letters
- Recognizing and identifying plural forms with s and es
- Recognizing and identifying verb ending es
- *Recognizing and identifying words, using graphemic bases *ing* and *ang*
- Noting number of syllables and stressed syllables in words
- Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words
- Observing the spelling of useful words
- Observing the spelling of spelling words

*Introduction to new element

Materials Needed

- A set of cards numbered 1-12 for each pupil
- A k card and an s card for each pupil
- A g card and a j card for each pupil
- Lines on the board for chalkboard dictation
- Sheets of paper lined for printing
- Sheets of paper lined for printing spelling dictation
- Spelling notebooks

Word Meaning

New Words: *kitchen, rumbled, thunder, wrong, electricity, lightning, candles, ye-ee-ow-ow, couch, picture, ghosts, whispered, rabbit, kangaroo, donkey, once, terrible, sang, songs, tried, forgot, hydro, knocked*

Decodable Words: *stormy, ever, crack, hard, swayed, whipped, room, felt, brushed, behind, planned, glad, wall, cards, worker, turned*

Enrichment Words: *wind (n), used, hero, hockey, haunting.*

Recognizing
and identifying
new words,
using
definition
clues

Print the words below on the board. Give each pupil a set of cards numbered 1-12.

- | | |
|----------------|-------------|
| 1. kitchen | 7. kangaroo |
| 2. electricity | 8. donkey |
| 3. lightning | 9. hydro |
| 4. candles | 10. thunder |
| 5. couch | 11. wrong |
| 6. rabbit | 12. songs |

Point to each word and say it to the pupils. Have them repeat the list with you a second time.

Test the pupils' recognition of the words by pointing to them randomly and having selected children identify the words picked. Do this until all words have been identified.

To help the pupils understand meanings for the words, present the following oral definition clues:

This is an animal that jumps high and carries its babies in a pouch.
 You sometimes see this flash in the sky during a storm.
 You hear this during a storm.
 This is where your meals are cooked.
 These are made out of wax and give light when they are burning.
 This means the opposite of *right*.
 You sit on this in your living room.
 This little animal hops around in fields and forests.
 You sing these.
 This animal looks like a horse and says "Hee-haw!" It has long ears
 and a wiggly nose.
 This is what makes your light bulbs work.
 This is the company that gives you the electricity to light your light bulbs.

Read the first clue to the children. Have them study the word list to check for the word that is being defined. When they have found the word ask them to notice the number beside the word, and hold up the card with that number on it. If the group agrees with the choice, and it is correct, checkmark the word.

Follow this procedure for the other definition clues.

Now, print these words on the board:

rumbled	tried
ye-ee-ow-ow	forgot
whispered	knocked
terrible	picture
sand	ghosts

Point to each word as you read it to the pupils. Have them repeat the words with you a second time.

Point to the words at random and select pupils to identify them. Do this until all of the words have been identified.

Present the following sentences on the board to show the words in context:

He _____ the answer in my ear.
 I yelled, " _____ !" after I fell.
 We played in the _____ at the beach.
 Joe painted a _____ of his friend.
 The train _____ along the tracks.
 We _____ to fix the toy.
 That story about _____ frightened my sister.
 I _____ my lunch this morning.
 She _____ on the door.
 This was a _____ thing to do!

Have a child read the first incomplete sentence to the group. The rest of the pupils study the list for a word that would complete the sentence. Ask a pupil to read the word that would complete the sentence. If the rest of the group agrees with the choice, print the word in the blank. Have another pupil read the completed sentence to see if the word makes sense in the sentence.

Follow the same procedure for the other sentences.

Place the following words on the board.

thunder	blowing trees	owl
crow	kangaroo	dark sky
donkey	peacock	monkey

Tell the pupils that these words name animals, birds, or something about storms. Print *Animals*, *Birds*, *Storms*, on the board as headings. Then call upon individuals to read each word and tell under which heading it belongs. If the other pupils agree with a child's classification, they raise their right hands. If they do not agree, have the group discuss the word until the proper classification is arrived at. Then print the word under the correct heading.

Observing
special words:
wrong,
ghosts,
once

Print the surprise words on the board:

wrong
ghosts
once

Point to each one and read it to the children. Have them repeat the words with you a second time.

Ask the children if they know what the words mean. Most should recognize them, if only through hearing the words spoken.

Point out irregularities in the words: the silent *w* in *wrong*; the silent *h* in *ghosts*; spelling of *once*, compared to its pronunciation. Recall the word *one* and point out the parallel.

Have the pupils read the words in context to show meaning:

I gave the wrong answer.
Do you think there really are ghosts?
Once upon a time there was a giant.

Phonemic Analysis

Recognizing
and
identifying
correspondences
/k/c, /s/c

To review the two sounds that *c* can stand for, print the following on the board:

cake	city
come	police
clean	race

Have a pupil read each word while the others listen for the sound *c* stands for.

After the words have been read, ask the pupils what sounds *c* stands for. They should recognize the /k/ and the /s/ sounds.

Point to a few of the words at random, asking the children what sounds *c* stands for in the words.

Give the pupils practice in the recognition of /k/c and /s/c by putting these words on the board:

cat	prince	climb	cave
dice	mice	cool	face
car	rice	cry	lace

Distribute a word card with *k* on it and another card with *s* on it to the children.

Point to the words in random order. Have the pupils study the words being shown, then hold up their *k* or *s* cards, indicating whether *c* stands for /k/ or /s/.

Explain to the pupils that *g* is another letter which can stand for two sounds. Print the following words on the board:

gate go gun again

Have the words read, as the pupils listen for the sound *g* stands for in each one. They should recognize that this is the regular /g/ sound that they have been identifying all along.

Now print the following words on the board:

change giant engine page

Pronounce the words, as the pupils listen for the sound *g* stands for in these words. They should recognize it as the sound *j* usually stands for.

Lead the pupils to realize that *g* may sometimes stand for the /g/ sound as in *gun* and may sometimes stand for the /j/ sound as in *giant*.

To provide practice in recognizing the two sounds *g* stands for, give each pupil a *g* card and a *j* card. Place the following words on the board:

again	magic	get	ghost
flag	game	Georgie	forgot
giraffe	golden	engine	gave

Point to the words in random order. Have the pupils study the indicated word each time, then hold up the *g* card or the *j* card to show which sound *g* stands for.

Recognizing
correspondence
/j/g

Print the following words on the board:

1.	2.	3.	4.
came	city	gave	giraffe
come	center	got	change
cut	place	gun	Georgie

Have the words in the first two columns read and the sounds *c* stands for identified. Direct attention to the letter following *c* in each word. Point out that when *c* is followed by *a*, *o*, and *u*, it stands for the /k/ sound; when *c* is followed by *i* and *e* it stands for the /s/ sound.

Follow the same procedure with the letter *g*.

Lead the pupils to generalize that when *c* and *g* are followed by *a*, *o*, and *u*, they stand for the /k/ and /g/ sounds; when *c* and *g* are followed by *e* and *i*, they usually stand for the /s/ and /j/ sounds.

Warn the pupils that there are some exceptions to the generalization, especially when *g* comes at the beginning of a word. Cite as examples *girl* and *get*. It is wise to try both pronunciations, to see which sounds familiar.

Recognizing
and identifying
correspondences
/ng/**ng**, /nt/**nt**

Step 1: Hearing. (a) Say these words to the pupils: *sang*, *ring*, *song*. Have them listen for the final sound in each word. Note that these all sound alike at the end.

(b) Read these sentences to the pupils and have them clap whenever they hear the sound heard at the end of *sang*.

I will bring something for the fishing trip.
What took so long hanging that picture?
Let's sing the new song about the king's bongo drum.
A bird with strong wings was flying high above.

Step 2: Saying. Have the pupils say words containing *ng*.

Step 3: Seeing. Print these words on the board:

sang	sing
thing	song
strong	swing

Point to each word and say it to the pupils. Have them note and identify the two letters at the end of each word. Elicit that *ng* stands for the sound heard at the end of *sing*.

To strengthen recognition of the sound *ng* stands for, print the following words on the board:

sin	ran	win	tan
run	thin	fan	sun

Have each word pronounced, then add *g* to the end and have the resulting word pronounced.

Follow the same procedure in presenting the phoneme-grapheme correspondence /nt/**nt**.

To help the pupils note the similarity and difference between /ng/**ng** and /nt/**nt**, print the following words on the board:

bang	bent
sing	sent
wing	want
hung	hint

Read each word in the left-hand column to the pupils. Ask what is similar in each word. The children should recognize the final *ng*. Follow the same procedure with the right-hand column.

Have the pupils listen to the following group of words and indicate where the designated sound is heard each time.

Listening
through
words
for initial,
medial,
and
final
sounds

/g/	ghost, forgot, bag, rugs, kangaroo
/j/	engine, gems, merge, giant, ginger
/k/	candle, music, couch, card, picnic
/s/	center, once, electricity, cinder, acid
/ng/	single, lightning, angry, swing, stronger
/nt/	rent, lint, hunt, pant, chant

Prepare the lined board and distribute sheets of paper lined for printing. The pupils are to follow the directions given for each group.

Group 1

Ask the pupils to print *ty* at the end of the first printing area, *nt* at the end of the second printing area, *dan* at the beginning of the third, and *ra* at the beginning of the fourth. Have them print the letters which will complete the dictated words. Tell them that the /s/ sound is represented by *c* each time, and that the *c* will be followed by *e* or *i* to make it represent the sound.

There are many stores in the city — city.
I have only one cent left — cent.
Do you know how to dance — dance?
Who won the race — race?

When the words have been printed, have each pupil check to be sure he or she has put in the *e* at the end of *dance* and *race*. Then call upon pupils working at their seats to read each word in turn. As they do so, the pupils at the board will erase the designated word.

Group 2

Ask the pupils to print *m* at the end of the first printing area, *ant* at the end of the second, *pa* at the beginning of the third, and *hu* at the beginning of the fourth. Have them print the letters which will complete the dictated words. Tell them that the /j/ sound is represented by *g* each time, and that the *g* will be followed by *i* and *e* to make it represent that sound.

A jewel is often called a gem — gem.
Jack killed the giant — giant.
What page are you reading — page?
That is a huge building — huge.

Have the words checked and erased from the board as in Group 1.

Group 3

Ask the pupils to listen carefully as you read the words. If they hear the sound *ng* stands for, they are to print *ng*. If they hear the sound *nt* stands for, they are to print *nt*.

Will you bring the dish, please — bring?
He went to the park — went.
The plant needs sun — plant.
You have the wrong number — wrong.

When the pupils have finished printing, call upon pupils working at their seats to tell what they have printed each time. (This should be done by spelling the *ng* or *nk*, never by sounding.) As each item is read, the pupils at the board should erase it.

Group 4

Follow the same directions as for Group 3.

We shall sleep in the tent — tent.
Pierre rang the doorbell — rang.
You breathe with your lungs — lungs.
Watch the wet paint — paint.

Erase as for Group 3.

Structural Analysis

Print these words on the board:

boy	class
ball	peach

Have a pupil read each word to the group.

Now, ask the children to look at each word again and tell what must be done to make each word plural, or mean "more than one." The pupil should remember about adding s or es to a word. Their attention should also be drawn to the fact that the words on the left have s added while the words on the right have es added to them.

To help the children review these plural forms, print the following sentences on the board:

The boy are coming to play.
Where are her glass ?
All of the car sped away.
Janey hid in the bush .
Our stick are broken.
Here come three bus .
How many ghost live here?
The toy is in one of these box .

Point to the sentences in random order and call upon pupils to read them. The pupils must then decide how to make the word in the sentence plural so that the sentence will make sense. After the group has agreed on the pupils' selection, print the letters s or es in the blank space. Follow this procedure until everyone has had a chance at a sentence.

Recognizing
and identifying
verb ending
es

To review the verb ending es, print the following on the board:

drive	drives
hide	hides
joke	jokes

Have a pupil read the words in the left-hand column *only* to the group.

Now, have the pupils study the words in the right-hand column and tell what happened to them. They should remember the rule about dropping the silent e before adding es to verbs ending in e.

To help the pupils remember this concept, print the following sentences on the board:

She race in her new car.
Mr. Mugs hide in his doghouse.
He pass the ball to me.
Curt wake up in the morning.
She use candles in a storm.
He smile at the camera.

Point to the sentences at random and call upon pupils to read them. Have the pupils decide what must be done to the verb each time, to make it fit the sentence. Then cross out the final e and print es at the end of the verb.

Recognizing
and identifying
words, using
graphemic
bases
ing, ang

To present graphemic bases *ing* and *ang*, place the columns of words below on the board. Working with one column at a time, have the words read, and the part that is the same in all the words identified and underlined. Let volunteers use some of the words in meaningful sentences.

sing	sang
bring	bang
cling	clang
ding	fang
fling	gang
king	hang
ping	rang
ring	slang
sling	tang
sting	
swing	
thing	
wing	
zing	

Place the following key words on the board and have them read: *snow, sing, sang, mice, bean, and, class, took.*

Print the following sentences on the board:

Reading
in context
words
formed
on
graphemic
bases

Please show me the way to the swings.
The bell went "clang" when I rang it.
Will you sing a nice song for us?
Did that mean bee sting your hand?
I'll be king for a day.
Let's hang the picture of the gang here.
What are slang words?
Please bring that brass hook here.

Point to the words in random order and select pupils to read them. Proceed until every pupil has had a chance to read at least one sentence.

If a child stumbles over a word, refer him or her to the key word involved.

Syllabication

Say the following words as the pupils listen for the syllables. Say the words again, having the pupils say them with you and clap the syllables. After each word, ask the pupils to tell the number of syllables. Then say the words once more with the pupils and have them clap on the stressed syllable.

Noting
number of
syllables and
stressed
syllables
in words

rumbled	kangaroo	once	behind
forgot	knocked	without	donkey
thunder	whispering	tried	terrible

Spelling

Print the words *sang* and *sing* on the board and have them read. Distribute lined sheets of paper to the pupils for spelling dictation. Instruct them to add to base *ang* or base *ing* initial letters standing for the sounds heard in the dictated words.

These sentences could be used to present the words:

He rang the bell just a few minutes ago — rang.
Will she bring a cake — bring?
I don't know any slang words — slang.
How high can you swing — swing?
Did you hear that bang — bang?

Ask the pupils to print *sang* on their worksheets and then print the following words as you indicate the initial consonant or consonants each time.

sang clang fang gang hang tang

Now follow the same procedure, starting with *sing*.

sing cling ding fling king ping ring sling sting thing wing zing

Print the useful words on the board:

felt once

Discuss with the pupils how they are used and how they are useful.

Let them study the words, then erase them. Dictate the words using these sentences:

I felt very good today — felt.
You've come just once — once.

Have the words entered in the list of useful words in the spelling notebooks.

Print the spelling words on the board:

lightning thunder candles

Spelling
words
formed
on graphemic
bases
ang, ing

Spelling
useful
words:
felt, once

Spelling
words:
thunder,
lightning,
candles

Let the pupils study them for a few seconds, then have them copy each word five times, checking to be sure all the letters are in the right order. Ask the pupils to enter the words in the spelling notebooks. Erase the words from the board and dictate in sentences words to be printed by the pupils.

I heard loud thunder in the storm — thunder!
We saw lightning too — lightning.
Daddy lit some candles — candles.

If a child misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Discriminating between sentence fragments and complete sentences; expanding sentence fragments into complete sentences

Recognizing and identifying compound sentence patterns using the connectives *and*, *so*, and *but*

Recognizing and identifying words denoting sequence of events

Punctuating sentences: exclamation points, periods, and question marks

Recognizing, identifying, and using irregular past tenses *felt*, *found*, *sang*, *forgot*

Recognizing and identifying pronouns and their antecedents

Materials Needed

The readers

Lined sheets of paper

Sentence Awareness

Print the following words on the chalkboard:

a storm

Ask a child to read the words and have the group tell whether or not they form a complete sentence. Then you might ask:

“Why isn’t this a finished sentence?”

“What words can you put with the words on the board to make a finished sentence?”

Print the sentence the pupils suggest on the chalkboard and underline the words *a storm*. Have a pupil read the sentence with a finished inflection and establish that it is a finished sentence.

Have the children suggest other ways they might use the words *a storm* in sentences. Print the sentences on the board, underlining *a storm* each time. With the children, read the sentences with a finished inflection and establish that they are finished sentences. If a child suggests a sentence beginning with the words *A storm*, elicit that the first letter must be capitalized. The pupils might suggest sentences such as:

We’re going to have *a storm*.

A storm is fun sometimes.

The lights might go out in *a storm*.

Mr. Mugs doesn’t like *a storm*.

For further work in expanding sentence fragments, use groups of words such as the following:

crack of thunder
went out suddenly
the dark

*Discriminating
between sentence
fragments and
complete sentences;
expanding sentence
fragments into
complete sentences*

As the children suggest sentences, print them on the chalkboard, underlining the key words each time. Have the children read the sentences to be sure they are finished and make sense.

Recall with the children that the word *and* is often used to join two sentences into one sentence so that we can say things in a shorter and better way.

Print the following sentences on the chalkboard and ask the children to read them.

One night Mommy was in the kitchen making supper.

One night Daddy was in the kitchen making supper.

"How can we say this in a shorter way and make what we want to say sound better by joining the two sentences into one sentence with the word *and*?"

Guide the pupils as they form the sentence:

One night Mommy and Daddy were in the kitchen making supper.

Print the sentence on the chalkboard as it is given by the pupils. Have them note the words that were omitted from the original two sentences and the change in verb form. Then have the children turn to page 8 of the reader story to find and read the sentence they developed.

Continue in a similar manner with the following pairs of sentences:

She had candles.

She had a flashlight. (See page 10)

Curt put his hand up.

Curt made a picture that looked like a rabbit. (See page 12)

Print the following sentences on the chalkboard and have the pupils read them.

Curt was doing his homework.

Jan was looking out the window.

Tell the pupils that they can make the two sentences sound better by joining them into one sentence with the word *and*. Print the word *and* between the two sentences in the following manner.

Curt was doing his homework

and

Jan was looking out the window.

Ask the pupils to read what is on the chalkboard as if they were reading one sentence, and elicit the sentence:

Curt was doing his homework, and Jan was looking out the window.

Print the sentence on the chalkboard as it is given by the pupils and have them note that the period after *homework* was changed to a comma. Then have the pupils turn to page 8 of the reader story to find and read the sentence they developed.

Print the following pairs of sentences on the chalkboard and have the children read them.

The house was starting to get cold now.

Curt and Jan went to bed.

I turned it on.

I didn't turn it off.

Tell the pupils that they can join the first pair of sentences into one sentence with the word *so*.

Print the word *so* between the two sentences and ask the children to read what is on the board as if they were reading one sentence. Elicit the sentence:

The house was starting to get cold now so Curt and Jan went to bed.

Print the sentence on the chalkboard as it is given by the pupils and have them note what

Recognizing and
identifying
compound sentence
patterns using
the connective and

Recognizing and
identifying
compound sentence
patterns using the
connectives
so and but

Recognizing and
identifying words
denoting sequence

change in punctuation occurred. Then have the pupils turn to page 14 to find and read the sentence they developed.

Continue in a similar manner with the second pair of sentences, using the connective *but*.

Direct the pupils to turn to their readers and read the last paragraph on page 8 and the first paragraph on page 9.

"What are some things that you just read about?"

"Did Curt say, 'I bet we're going to have a storm!' first or did a flash of light light up the sky first? What words tell you that Curt spoke first and a flash of light lit up the sky second?" Elicit that the words *Just then* indicate that Curt had hardly finished speaking when the flash of light lit up the sky.

"What are the next two or three things that happened in the story?"

"What word tells you that Jan and Curt jumped back from the window at about the same time as another flash of lightning came?" (as)

"Did the crack of thunder shake the house before the flash of lightning came or after the flash of lightning came? What word tells you that the flash of lightning came first and the crack of thunder came second?" (then)

Ask the pupils to turn to page 10 and read the last four lines.

"What happened in the part of the story you just read? What word tells you that Curt was just getting used to the dark at the same time that he suddenly felt something that frightened him?" (when)

"Now turn to page 12 and read the last paragraph. What did Jan and Curt do in the part of the story you just read?"

"Find the third sentence in this paragraph. What word in this sentence tells you that it was only a very short time before everyone was making pictures on the wall?" (Soon)

Guide the pupils as they look through the story to find and read other words denoting sequence of events.

Punctuation and Graphics

Recognizing and
identifying
exclamatory
sentences;
punctuating
sentences:
exclamation points,
periods, and
question marks

Print the following sentences on the chalkboard and have the children read them silently.

1. Mommy and Daddy were making supper
2. That was the loudest crash of thunder I ever heard
3. Where did Mr. Mugs go
4. Come back Mr. Mugs
5. Mommy called the hydro
6. There's a big ghost

Refer to each sentence in turn and have the pupils decide whether or not it indicates strong feeling. If so, have a volunteer place an exclamation point at the end of the sentence and then read it as the punctuation indicates. If not, have a volunteer place a period or question mark at the end of the sentence and then read it as the punctuation indicates.

Verb Forms

Recognizing,
identifying, and
using irregular
past tenses
felt, found,
sang, forgot

To reinforce correct usage of the irregular past tenses listed on the left, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.

"Just as Curt was getting used to the dark what did he feel brushing against him?"

"What did you feel brushing against you one time?"

"How did you feel this morning?"

"How did you feel yesterday?"

"What did Mommy find to help light the room during the storm?"

"Where do you think she found the candles?"

"What did you find this week? Where did you find it?"

"What did everyone in Curt and Jan's family do when the ghost story was over?"

"When did we sing a song? What song did we sing?"

"When did you sing a song at home? When did you sing with your friends? What did you sing?"

“Curt’s family was having so much fun, what did everyone nearly forget?”
 “What did you forget today? What did you forget yesterday?”
 “What did someone in your family forget?”

Pronouns and Antecedents

Recognizing and
 identifying
 pronouns and their
 antecedents

Ask the children to turn to page 8 in their readers and have them read the last four lines. Direct the pupils’ attention to the pronoun *he* in the second-last line. With the group, establish that *he* replaces the name Curt in the third-last line.

Continue in a similar manner with the following pronouns:

Page 10, line 9, the pronoun *she*
 Page 12, line 6, the pronoun *they*
 Page 13, line 8, the pronoun *we*
 Page 14, second-last paragraph, line 2, the pronoun *her*
 Page 15, third paragraph, line 3, the pronoun *them*
 Page 15, fourth paragraph, line 1, the pronoun *it*

After the above pronouns have been located, and the antecedents established, have the children find the same pronouns in other parts of the story and identify their antecedents.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, and printing skills to produce personal writing
 Printing letters in reduced size
 Writing an ending to a story

Materials Needed

Lined sheets of paper for reduced printing
 Lined sheets of paper

Developing Readiness for Creative Writing

Children will enjoy developing a vocabulary chart listing “spooky” words.

Integrating
 speaking,
 writing, and
 reading
 relationships

<u>Spooky Story Words</u>		
boo	frightened	quiet
noises	tapping	ghosts
gray	creaking	wailing
black	howling	loud
scream	haunted	cold

Personal
 Writing

Suggest that the children write “spooky” poems. They might use the model taught in the lesson Plan for “The Seasons.” Titles for their poems might be *Ghosts*, *Spooks*, or something similar.

Printing and Directed Writing

Printing
 reduced
 c, C, o, O,
 a, A, e, E

Beginning with this lesson, it is suggested that children practice the printing of letters in reduced size. They will not, however, be expected to use the reduced size generally until the beginning of the Level Five program.

The children should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between each pair of ruled lines. (See the *Spirit Duplication Masters /Self-Help Activities* for an example.)

Have children practice the printing of *c, C, o, O, a, A, e, E*.

Additional practice pages are available in the *Spirit Duplication Masters /Self-Help Activities*.

To develop the skill of continuing story beginnings and writing story endings, print the following on the board.

One night Curt was sound asleep. Suddenly,
he woke up. Mr. Mugs was barking downstairs.
He sounded frightened.

Tell the children that a story beginning often presents a problem. Curt's problem is that he does not know why Mr. Mugs is barking, and he must decide what to do. Ask the children what they think Curt would have done. (*Possible answer: He went slowly down the stairs.*) Why was Mr. Mugs barking? (*Possible answer: A field mouse was running across the floor.*) What did Curt do? (*Possible answer: He opened the door and let the mouse go outside.*) What happened next? (*Possible answer: Curt went back to bed. Mr. Mugs was afraid to stay downstairs and went to bed with Curt.*)

Encourage the children to understand that the story might have ended in different ways, but that its ending must make sense with what has happened before. When the children have agreed on a logical story development, complete the story on the board. The children may then copy the story on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying the phoneme-grapheme correspondences /k/c, /s/c, /g/g, /j/g

Hard or Soft?

Objective

Recognizing and identifying the phoneme-grapheme correspondences /k/c, /s/c, /g/g, /j/g

Number of Players

One

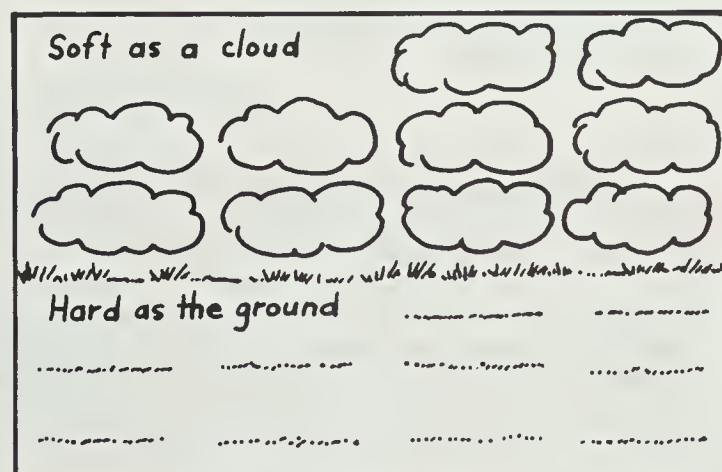
Materials Needed

One "Hard or Soft?" board

Set of cards with words such as: *come, candle, candies, comics, catch; city, cent, dance, space, race; gem, giraffe, giant, large, engine; girl, ghost, gate, gold, good*

Procedure

The player draws the cards in turn, reads the words, and places each card in the correct space on the board.



COMPREHENSION

Using the table of contents
 Recalling previous story
 Discussing thunder and lightning
 Formulating questions
 Observing picture details
 Recalling details; verifying answers
 Applying story ideas to personal experiences
 Drawing inferences
 Recognizing cause-and-effect relationships
 Discriminating between relevant and irrelevant details

INTEGRATIVE OPTIONS

Discussion — discussing safety rules for thunder storms
 Environmental Studies: Science — experimenting with static electricity

DECODING SKILLS

Recognizing and identifying new words
 Recognizing and identifying phoneme-grapheme correspondence /ō/ow
 *Recognizing and identifying phoneme-grapheme correspondences /ou/ou, /ou/ow
 Recognizing initial, medial, final sounds in words
 Recognizing possessive forms with 's
 Recognizing and identifying suffixes er of agent, er of comparison, est, ly, y
 *Recognizing and identifying words using graphemic bases ong, ung
 Spelling words using graphemic bases
 Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying correct word order
 Recognizing and identifying variation in sentence patterns
 Recognizing and identifying compound sentence patterns using sequence words
 Recognizing and identifying use of quotation marks and commas; punctuating sentences
 Recognizing use of exclamation points
 Recognizing, identifying, using irregular past tenses saw, seen
 Recognizing and identifying use of adverbs
 Producing alphabetic sequence using three to five words

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, printing skills to produce personal writing
 Printing letters in reduced size
 Choosing and printing words to complete a poem

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing words formed on graphemic bases
 Spelling words formed on graphemic bases

Literary Appreciation**

Relating picture and story
 Applying story ideas to personal experience
 Drawing inferences about story situations

Listening**

Listening attentively in discussions
 Listening to identify phoneme-grapheme correspondences /ō/ow, /ou/ou, /ou/ow

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Recalling previous story
Discussion of thunder and lightning
Formulating questions
Observing picture details
Recalling details; verifying answers
Applying story ideas to personal experience
Drawing inferences
Recognizing cause-and-effect relationships
Discriminating between relevant and irrelevant details

Developing Pupil Inquiry

*Using the table
of contents*

*Recalling
previous story*

*Discussion of
thunder and
lightning*

*Formulating
questions*

*Observing
picture details*

*Formulating
questions*

Have the children turn to the table of contents and find the title of the last story they read. "What happened in 'A Stormy Night For Mr. Mugs'?" It is sufficient if the children recall that there was a big thunderstorm that caused a blackout.

"What is the name of the next story in your book?" If no one can read the title, read it for the children. Ask the pupils what they think this selection will be about.

At this point you may wish to have a discussion establishing what the children already know about thunder and lightning. "What did you find out about thunder and lightning in 'A Stormy Night For Mr. Mugs'? Do you know what happens during a thunder storm? Do you know what thunder is? How does it happen? Do you know what lightning is? How does it happen? What questions do you have about thunder and lightning?"

As the children discuss, record the information they contribute on the chalkboard or on a piece of chart paper. After you have finished reading the selection and doing further research, you may wish to have the children look back at the ideas they gave at this time about thunder and lightning and see how right or wrong they were.

Record any questions the children pose about thunder and lightning.

Ask the children on what page the story begins. Have them turn to page 16 and look at the illustrations. "What is happening in the picture? Where do you think the boy has been? Why is he running?" Have the children look at the rest of the illustrations in the story and discuss them briefly.

Ask the children if they have any further questions they wish to ask about the story. Their questions might be as follows:

Why won't thunder hurt you?

What makes thunder?

What makes lightning?

"Now read the story to see if you can find the answers to your questions."

Developing Pupil Response

*Reading
Recalling details;
verifying answers*

Have the children read the story silently. When they have finished reading, refer them to the question box and let them read the questions again. Have the children answer the questions they posed first in their own words, and then verify their answers by reading pertinent lines of text.

Synthesizing

1. "How did Tommy feel about the thunderstorm when he came into the house? Do you like thunderstorms? Why or why not?"
2. "Why did Tommy's grandfather bang the paper bag full of air?"
3. "Tell in your own words how thunder and lightning happen."

Developing Comprehension, Research, and Listening Skills

Recalling details

Literal Comprehension. Write the following sentence parts on the chalkboard. Have the children match orally the sentence beginnings on the left with the corresponding sentence endings on the right. Have the children read the sentences they make.

- | | |
|---|--|
| 1. Tommy came running
from the store | about how thunder and
lightning happen. |
| 2. Tommy ran up the steps | with his candies. |
| 3. Tommy's grandfather
blew up his candy bag | have a candy. |
| 4. Tommy's grandfather told
Tommy | when the first crash of
thunder came. |
| 5. Tommy said that his
grandfather could | and popped it with his hand. |

*Recognizing
cause-and-effect
relationships*

Literal Comprehension. Have the children read the following sentences on the chalkboard. Have them choose the correct ending for each sentence from the three alternatives. Point out to the children the cause-and-effect pattern in the sentence.

1. The sky got very dark so — Tommy went to the store.
— Tommy ran home.
— Tommy ate his candies.
2. The thunder was very loud so — it started to rain.
— Tommy had a paper bag.
— Tommy was afraid.
3. Tommy's grandfather hit the bag full of air so — Tommy ran outside.
— it made a big bang.
— it was thunder.

*Discriminating
between
relevant and
irrelevant details*

Critical Comprehension. Print the following paragraph on the chalkboard and have the children read it. Discuss with the group what the paragraph is telling about. Then have the children choose which sentences are out of place in the paragraph because they contain irrelevant information.

How Lightning and Thunder Happen

Clouds move around in the sky. The clouds build up electricity. Tommy has a grandfather. When the clouds get near one another or the ground, the electricity jumps. This causes lightning. Tommy went to the store and bought candies. The lightning heats the air and pushes it apart. The air rushes back into this space and makes thunder.

INTEGRATIVE OPTIONS

Discussion

Discussing Safety Rules for Thunderstorms. Have a discussion with the group about safety rules that they should follow during a thunderstorm. "Although thunder won't hurt you, lightning hurts many people every year. What should you do during a thunderstorm to protect yourself from being hit by lightning?"

List the rules the pupils suggest on the chalkboard and discuss them. Help the group formulate further rules through guided questioning. Point out the fact that lightning strikes high points in the landscape and travels easily through water. Your list of rules should include the following:

1. Don't stand under a tree if you are out in the open.
2. Stay in low places like valleys rather than high places like hills.
3. Don't swim or boat during a thunderstorm. Stay away from beaches, swimming pools, and lakes.
4. Don't take a bath or shower during a thunderstorm.
5. Keep away from the fireplace in a storm.
6. Don't use electrical equipment such as TV sets during a thunderstorm.

7. Go inside during a storm if possible. Houses, large buildings, and cars are the safest places to be in during a storm.

Let the children make posters to illustrate the safety rules and display these in the classroom. As an alternative the children could act out short skits or TV commercials to demonstrate the various rules. These could be presented to the rest of the class.

Experiments with Static Electricity. Have the children recall what Tommy's grandfather said in the story about what happens when you scuff your feet on a carpet and then touch a doorknob. Ask the children if they have ever had a similar experience. "The kind of electricity you make when you do this is called static electricity. Static electricity happens when certain things are rubbed together."

Have the children do the following experiments with static electricity.

Let the children work in pairs to do the experiments. First explain what they are to do in each experiment, let them do it with their partner, and then have them discuss the results of their experiment as a group.

For these experiments you will need blown-up balloons tied with string, silk cloth, wool cloth, newspaper, glass rods or small glass containers, hard rubber combs, scissors, and a source of running water. These experiments work best on cold dry days.

1. Rub a balloon with woolen cloth, hold it against a wall, and let go. What happens? (The balloon should stick to the wall.)

2. Rub two balloons with wool cloth, and hold them up by their strings in your hand. What do the balloons do? (The balloons should go apart.)

3. Rub a glass rod with silk cloth and then put glass near paper bits. What happens? (The paper bits should be attracted to the glass.)

4. Cut two long strips of newspaper about 1 m long and 4 cm wide. Lay these separated on a table and stroke hard along their length 20 times. Hold them up by their ends in one hand. What happens? (The paper strips should fly apart) Put your hand between the paper strips. What happens? (The strips should be attracted to hand.)

5. Comb your hair hard with the hard rubber comb. What happens? (Hair should become flyaway.)

6. Rub the hard rubber comb with wool and hold it near a small stream of water from a tap. What happens? (The water should be attracted to the comb.)

Have the children record the results of their experiments in pictures and/or chart stories.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition, syllabic, and rhyming clues

Recognizing and identifying the phoneme-grapheme correspondence /ō/**ow**

*Recognizing and identifying the phoneme-grapheme correspondences /ou/**ou**, /ou/ **ow**

Recognizing initial, medial, and final sounds in words

Recognizing and identifying phoneme-grapheme correspondences to print initial and final letters

Recognizing possessive forms with 's

Recognizing and identifying suffix *er* of agent

Recognizing and identifying suffixes *er* of comparison, *est*, *ly*, and *y*

*Recognizing and identifying words, using graphemic bases *ong*, *ung*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

Lines on the board for chalkboard dictation
Sheets of paper lined for printing
Duplicated worksheets (See below)
Sheets of paper lined for printing spelling words
Spelling notebooks

Word Meaning

New Words: *won't, Tommy, candies, held, loud, across, shoes, sounds, table, blew, full, noise, remember, touched, tiny, clouds, apart*

Decodable Words: *hurt, quickly, store, hurry, closed, sort, spark*

Enrichment Words: *taken, hi, opening, bang, winter, scuffed, scuffling*

Recognizing
and identifying
new words,
using
context clues

Print the following words on the board:

Tommy	blew
held	full
clouds	noise
candies	remember

Point to each word and read it to the children. Have them repeat the list with you a second time.

Now, print these sentences on the board:

_____ walked home from the store quickly.
The wolf _____ the house down.
I am _____ after that big lunch!
Do you _____ when we went to the beach?
Let's buy some _____.
The white _____ look pretty in the blue sky.
She _____ onto Mr. Mugs
That horn makes a lot of _____.

Have the child read the first sentence. Then, select another pupil to choose a word from the list to complete the sentence.

After the group has agreed on the pupil's choice, print it on the blank line and ask another pupil to read the completed sentence.

Follow this procedure for the other sentences.

Print these words on the board:

across
sounds
loud
table
tiny
shoes

Recognizing
and identifying
words, using
definition,
syllabic,
and rhyming
clues

In response to the following clues, have the pupils find on the board the word that is being described and raise their hands when they find it. When the hands are all up, ask a pupil to name the word. If the others agree with his or her choice, they make the "thumbs up" sign. If they do not agree, they make the "thumbs down" sign, and another pupil is asked to name the word.

The following clues may be used:

It means "very little," "very small."

It is a two-syllable word with the stress on the second syllable. It means "over," "on the other side."

It is a piece of furniture. We cut at it and work on it.

We wear these on our feet.

This rhymes with *hounds* and means "makes a noise."

This is the opposite of *soft*. We use it to tell about noises or noisy things.

Recognizing
correspondence
/ō/ow

Phonemic Analysis

Print these words on the board:

snow tow low

Have a pupil read the words aloud while the others decide what vowel sound is heard. They should recognize it as /ō/.

Now, ask what letters stand for the /ō/. Most should recall the *ow* digraph presented in previous lessons. Print *ow* on the board as a reference.

To give the pupils practice in the recognition of this correspondence, print on the board these words:

go	toe	slow	crow
slow	tow	so	grow
mow	bow	doe	flow

Select a word, show it to the pupils, and have them pronounce it. If it has the /ō/**ow** correspondence, they raise their hands. If the word does not have this correspondence, they remain still.

Do this until all words have been identified by the group.

Step 1: Hearing. (a) Say these words to the group: *loud, found, sound, how, now, cow*. Have the pupils note that these words all contain the same sound — the sound heard in the middle of *loud*.

Elicit more words with this sound from the pupils.

(b) Say groups of three words, and have the pupils identify those words which contain the sound heard in the middle of *loud*: house, mouse, moan; power, push, pound; puppy, flower, count; etc.

(c) Read these sentences and have the pupils clap every time they hear the sound heard in the middle of *loud*.

That was a loud bang and the power went off.
We found a mouse in the flower bed.
He ran around the house shouting, "Come out and play!"
I heard the sound of the brown cow's bell.

Step 2: Saying. Have the pupils say words like *loud* and *how*. Check to see how they form the words and pronounce the /ou/ sound.

Step 3: Seeing. Print these words on the board:

loud	how
sound	now
found	cow

Point to each word in the left-hand column and say it to the group. Point out that these words all sound alike and look alike in the middle. Have the letters that are the same in all the words identified as *ou* and help the pupils to realize that in these words *ou* stands for the sound heard.

Now read the words in the right-hand column and note that these words sound alike and look alike at the end. Have the letters that are alike in all the words identified as *ow* and help the pupils to realize that in these words *ow* stands for the sound heard.

Lead to the conclusion that *ou* and *ow* sometimes stand for the same sound — the sound heard in *loud* and *how*. Recall that *ow* sometimes stands for the glided /ō/ sound, as in *snow*. Explain that when we come to an unfamiliar word in reading containing *ow*, we may have to try both sounds to see which one produces a word that sounds familiar.

Print the following words on the board and have them read. Ask pupils to identify the vowel letters that stand for the vowel sound each time.

slowly couch town ground crow mouse
flowers clown show about owl

Have the pupils listen as you read the following groups of words. They tell where the designated sound is heard in each word.

Recognizing
and identifying
correspondences
/ou/ou, /ou/ow

Listening
through
words for
initial,
medial,
and final
sounds

/o/ow snow, owe, throw, mowing, slowly
 /ou/ow owl, how, now, bowed, power
 ou/ou outward, doubt, couch, ourselves, clouds
 ng/ng single, string, rand, singer, wrong
 /nt/nt slant, stunt, went, mint, rant

*Taking
 chalkboard
 dictation:
 listening
 and printing*

Prepare the lined board and distribute sheets of paper lined for printing. The pupils are to follow the directions given for each group.

Group 1

Direct the pupils to print *ow* in the middle of four printing areas. They are then to print the letters that stand for any sounds they hear before and after the *ow* to complete dictated words presented in sentences.

Mommy went down town — town.
 She brought a brown coat — brown.
 We heard the hooting of an owl — owl.
 The farmer plows the field — plows.

Have the words read and erased from the board.

Group 2

Ask the pupils to print *ou* in the middle of four printing areas and proceed as above.

I found the lost keys — found.
 There are clouds in the sky — clouds.
 The ground is very wet — ground.
 Lie down on the couch for a while — couch.

Have the words read and erased from the board.

Group 3

Ask the pupils to print *ow* in the middle of four printing areas and proceed as above.

Play with your own toys — own.
 How much did you grow last year — grow?
 I like funny TV shows — shows.
 Can you blow out all the candles — blow?

Have the words read and erased from the board.

Group 4

Ask the pupils to print *ou* in the middle of the first printing area, *ow* in the middle of the second printing area, *ow* in the middle of the third printing area, *ou* in the middle of the fourth, and proceed as above.

Don't shout, I can hear you — shout.
 A crowd gathered at the scene of the accident — crowd.
 That stream flows into the river — flows.
 It's about time we went home — about.

Have the words read and erased from the board.

Structural Analysis

Print the following on the board:

The car that belongs to Daddy.

Have the pupils read it silently to themselves, then ask if there is another way of saying the same thing. Most pupils should remember the form of possessives: 's. Select a pupil to print the possessive form on the board.

*Recognizing
 possessive
 forms with 's*

Daddy's car

Recall possessives with the children. Remind them that when they see a word with 's, it tells us that someone or something belongs to that person or thing.

To help the pupils recall this concept, print the following sentences on the board:

I saw the boy teachers.
The girl bike is over there.
The cat toy is lost.
Mommy dishes are brand new.
The dog bark was very loud.
Sally coat has a rip in it.
The principal car has stalled.
The clown feet are very long.

Point to the sentences in random order and have selected pupils read them, then suggest what must be done to make the sentence show possession: add 's to the word that names the owner. When the pupil has suggested the 's and identified the word that names the owner, print 's on the end.

Recall with the pupils that we can add *er* to the end of an action word or verb to make the word mean "one who does the action." Demonstrate by printing on the board:

One who plays is a *player*.

Have the pupils identify the root word and the suffix in *player*.

Review this concept by printing the following on the board:

One who jumps is a _____.
One who works is a _____.
One who sings is a _____.
One who walks is a _____.
One who buys is a _____.

Have a child read the first sentence and complete it by suggesting the word asked for. If the group agrees with the suggested word, print it on the blank line.

Recall that when we want to compare two things, we sometimes add *er* to a word, and when we want to compare more than two, we add *est*. Demonstrate by printing on the board:

Claire is *tall*.
Georgie is *taller* than Claire.
Jack is the *tallest* of all.

When we want a word to tell "how" or "in the manner of," we add *ly*. Demonstrate with this sentence.

The car moved *slowly* down the street.

When we want to make a noun (or name word) tell something about another word, we sometimes add *y*. Demonstrate with this sentence.

It was a *snowy* day.

Have all the sentences read, and the root word and suffix of each underlined word identified.

To check on the pupils' understanding of these suffixes duplicate and distribute copies of this worksheet:

This bed is hard than that one.
I don't like boss people.
That is the high hill around here.
The moon was shining bright.
Pat is a friend girl.
It is cold now that it was at noon.

Direct the pupils to read each sentence, then add the proper suffix to the underlined word.

Recognizing
and identifying
er of agent

Recognizing
and identifying
suffixes
er of comparison
est, ly, y

Recognizing
and identifying
words, using
graphemic
bases
ong, ung

To introduce graphemic bases *ong* and *ung*, print the words below on the board. Working with one column at a time, have the words read, the part that is the same in all the words identified, and some of the words used in meaningful sentences.

song	sung
dong	bung
gong	clung
long	dung
prong	flung
thong	hung
tong	lung
	rung
	slung
	stung
	swung

Reading
in context
words formed
on graphemic
bases

Place the following key words on the board and have them read: *sung, song, joke, had, tail, splash, mice, not, street, fish.*

Print the following sentences on the board:

Tommy was stung by a bee.
They heard the ding dong of the bell.
She is very strong.
I'm sorry, but you're wrong.
We have sung many songs.
Smoking is bad for the lungs.
That trail is very long.
Daddy flung some ashes on the ice.
Use the tongs to put the hot beets into the dish.

Point to the sentences in random order and select pupils to read aloud the indicated sentences. Check for correct pronunciation of the words at this time. If a child stumbles over a word, refer her or him to the key word involved.

Follow this procedure until everyone has read at least one sentence.

Spelling

Spelling
words
formed on
graphemic
bases
ong, ung

Distribute lined sheets of paper to the pupils for spelling dictation.

In response to the dictated words, the pupils are to print the letter or letters that stand for the initial sound or sounds and base *ong* or *ung* to form the words.

These sentences could be used to present the words:

Mommy hung my coat on a hanger — hung.
The smoke from the fire stung my eyes — stung.
How long is your foot — long?
The rung on the ladder broke — rung.
One prong on the fork is bent — prong.
She sung very well today — sung!

Ask the pupils to print *song* on their worksheets and then print the following words as you indicate the initial consonant or consonants each time:

song dong gong thong tong

Now have them print *sung* and then print these words as you indicate the initial letter or letters each time:

sung bung clung dung flung lung slung swung

Spelling
useful
word:
across

Print *across* on the board and have it pronounced. Point out that the *a* at the beginning is said so lightly that you can't tell by the sound what the letter is. It is important to remember that it is an *a*. The rest of the word is easy to spell because it is based on the same graphemic base as *boss*.

Have *across* entered in the list of useful words in the spelling notebooks.
Let the pupils study it for a few moments, then erase it. Dictate using this sentence:

We went across the lake — across.

*Spelling
words:*
loud, noise

Print the spelling words on the board:

loud noise

Allow the pupils to study them for a few seconds. Then ask them to copy each word five times on their worksheets, checking each time to be sure they have put all the letters in the right order. Have the words entered in the spelling notebooks.

Erase the words from the board. Then dictate the following words in sentences.

That was a loud crash — loud.

There was a lot of noise in the gym — noise.

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. See that the pupils review the words in their difficult words lists often.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying correct word order

Recognizing and identifying variation in sentence patterns

Recognizing and identifying compound and complex sentence patterns, using words denoting sequence of events

Recognizing and identifying use of quotation marks and commas; punctuating sentences

Recognizing use of exclamation points

Recognizing, identifying, and using irregular past tenses *saw* and *seen*

Recognizing and identifying use of adverbs

Producing alphabetic sequence using three to five words

Materials Needed

The readers

Words cards (See below)

Colored chalks

Sentence Awareness

Arrange the following word cards in the pocket chart in this order:

went grandpa to over Tommy his

Ask a pupil to read the words aloud. "Does that sentence make sense? Why not?"

"Let's put the words in the right order. Which word should come first? Which word should come second?" and so on. Have the children take turns selecting the words in order and moving the cards down to the next pocket to form:

Tommy went over to his grandpa.

Have the sentences read, and ask the pupils whether it is correct now and why it is correct. Elicit that a period is necessary at the end of a sentence. Ask a child to place the period card and have the sentence read once more.

Continue in the same manner to have the pupils indicate the correct word order for the following scrambled sentences.

candies likes Grandpa
rumbled in sky A loud the crash

*Recognizing and
identifying
correct word
order*

are What going do to we
heats lightning air the The

Recognizing and
identifying
variation in
sentence patterns

Print the following sentences on the chalkboard and ask pupils to read them aloud as the others follow along.

When he got home, he ran into the house.
He ran into the house, when he got home.

Elicit from the children that both sentences contain the same words but that the words *when he got home* appear in a different place in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

The sky was getting dark now.
Quickly Tommy walked home from the store.
Tommy picked out two packs of gum and some candies.
Grandpa said, "Thunder is just a noise."
"Jan, come and look out the window."
Curt will go to the store when the storm is over.

Have the pupils read the sentence aloud and then formulate a new one by rearranging the words. (Now the sky was getting dark.) Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences on the chalkboard.

Print the following pairs of sentences on the chalkboard and have the children read them silently.

then when

First a flash of lightning lit up the sky.
A crash of thunder shook the house.

Tommy took two candies from the bag.
He gave the other candies to Curt.

Pat will go the shopping centre.
The storm is over.

Mr. Mugs ran behind the couch.
He heard the thunder.

Direct attention to the first pair of sentences and ask the pupils to join them into one sentence with one of the joining words above. If the pupils need guidance in relating the two ideas, print the word *then* between the two sentences in the following manner.

First a flash of lightning lit up the sky.
then
A crash of thunder shook the house.

Have a volunteer read what is on the chalkboard as if he or she were reading one sentence, and elicit the sentence:

First a flash of lightning lit up the sky, then a crash of thunder shook the house.

Print the sentence on the chalkboard as it is given by the pupil and have the group note that the period after the word *sky* was changed to a comma and the capital letter at the beginning of the second sentence was changed to a small letter. Encourage the pupils to explain the reasons for the changes in their own words. Then have another pupil read the newly formed sentence again, as the others follow along silently.

Continue in a similar manner with the rest of the sentences.

Punctuation and Graphics

Print the following sentence from the story on the chalkboard and have the children read it silently.

Recognizing and
identifying compound
and complex
sentence patterns,
using words denoting
sequence of events

Recognizing and
identifying use of
quotation marks and
commas;
punctuating
sentences

"But let me show you something," Grandpa said.

"Who said this sentence? How do you know it was Grandpa who said it?"

"Read the exact words that Grandpa said. How do you know these are the exact words that Grandpa said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of Grandpa's words tell us exactly what he said. Then have the children note the position of the comma in the sentence.

Ask the pupils to turn to their readers to find and read other examples of direct speech in the stories "A Stormy Night For Mr. Mugs" and "Thunder Won't Hurt You." For this lesson, have the pupils specifically note examples in which the "said" phrase comes after the speaker's words. Direct attention to the position of the quotation marks and commas in the examples discussed.

Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks. Let the children use the sentence suggested at the beginning of the lesson as a model. A different color of chalk may be used for each kind of punctuation mark.

Here are some candies Tommy said
We're going to have a storm Curt said
That thunder is pretty loud said Tommy
What did you get at the store Grandpa asked
Mr. Mugs must be afraid of thunder laughed Daddy

Verb Forms

Print the exercise below on the chalkboard. Have the pupils read each sentence aloud, selecting the correct verb form for the blank space. Print the word in the blank space, or let a child do so, and have the entire sentence read again.

1. Tommy _____ some candies at the store. saw seen
2. Tommy had never _____ the candies before. saw seen
3. Curt and Jan had _____ the clowns this morning. seen saw
4. The children have _____ clowns many times. seen saw
5. Mommy and Daddy _____ the hockey game. seen saw
6. I _____ the hockey game too. saw seen
7. You _____ the game too, didn't you? seen saw

Ask the children to read the first pair of sentences again to find a word in the first sentence that sounds the same as a word in the second sentence. When the pupils have identified the words *hear* and *here*, underline them and elicit that these words sound alike but have different meanings and are spelled differently.

Continue in the same manner with the rest of the pairs of sentences. Then have the children take turns using some of the homonyms in sentences.

Adverbs

Print the following exercise on the chalkboard. Have the children read silently the words at the top and each sentence below. Then have the pupils take turns completing the sentences orally, using one or more of the listed adverbs each time.

quickly slowly easily carefully

1. Tommy walked home from the store _____ .
2. Jan closed the window _____ .
3. Mommy lit the candles _____ .
4. Jan and Curt walked in the dark _____ .
5. Grandpa blew the paper bag full of air _____ .
6. Mommy and Daddy were making supper _____ .

Alphabet Skills

Prepare two or more cards for each of the following words: *hurt*, *quickly*, *store*, *candies*, *hurry*, *across*, *table*, *loud*, *remember*, *full*, *once*.

Give three or four different word cards to each pupil in the group. Direct each child to place his or her cards in the correct alphabetical order. Have the children repeat the process several times, using different word cards each time.

Have the pupils repeat the foregoing procedure, using five different word cards.

Recognizing,
identifying, and
using irregular
past tenses
saw and seen

Recognizing and
identifying use
of adverbs

Producing
alphabetic sequence
using three to
five words

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing letters in reduced size
Choosing and printing words to complete a poem

Materials Needed

Poetry Book
Lined sheets of paper

Developing Readiness for Creative Writing

Develop a chart of words related to weather.

Weather Words	
Thunder	Rain
claps	drizzles
roars	sprinkles
rolls	pours
Wind	Sun
grabs	warms
wails	melts
rashes	burns

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

Personal
Writing

Suggest that the children write weather poems. They might use the model taught in the lesson plan for "The Seasons."

Printing and Directed Writing

Have the children practice the printing of *m, M, n, N, i, l, r, R, u, U* in reduced size.

Printing
reduced
m, M, n, N, i, l, r, R

The children should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between every other pair of ruled lines. (See the *Spirit Duplication Masters / Self-Help Activities* for an example.)

Completing
a poem

To develop the skill of writing a poem based on a three-line, noun-verb-adverb model, print the following on the board.

1. lightning
zigzags

2. sun
shines

3. rain
taps

4. thunder
claps

Word Bank

gently
warmly
quickly
loudly

Tell the children that they can write a poem by using a word to describe a topic in the first line, a word to describe what the topic does in the second line, and a word to describe how the action is done in the third line. Complete each of the poems on the board by having the children select words from the Word Bank.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing words formed on graphemic bases

Spelling words formed on graphemic bases

Rainbows

*Decoding
Skills:
Structural
Analysis*

Objective

Recognizing words formed on graphemic bases

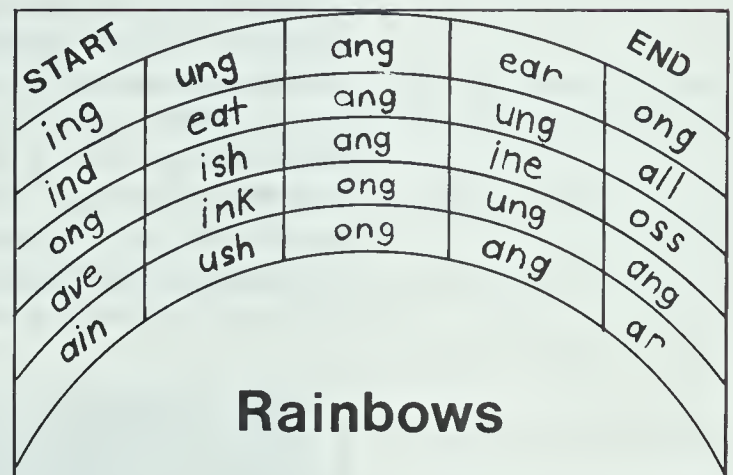
Number of Players

One to Five

Materials Needed

One "Rainbows" board

A set of letter cards with initial consonants and initial consonants clusters



Procedure

Each player chooses a rainbow on the board. They then take turns to draw letter cards. If the player can make a word by combining the letter card with a base on his or her rainbow, the letter card is placed on the rainbow. If the player cannot make a word, the card is placed in the discard pile. The first player to complete a rainbow is the winner.

Star Gazing

*Decoding Skills:
Spelling*

Objective

Spelling words formed on graphemic bases

Number of Players

One or more

Materials Needed

One "Star Gazing" board (laminated) for each player

A set of fifteen star cards for each player with the words *more, far, snow, tail, ring, hung, song, bang, tall, kind, fill, boss, dark, reach, ride*

1. _____	8. _____
2. _____	9. _____
3. _____	10. _____
4. _____	11. _____
5. _____	12. _____
6. _____	13. _____
7. _____	14. _____
STAR 15. _____	GAZING



Procedure

The player copies on the board each word on the star cards and spells a rhyming word.

Objectives

Making a summary

Listening for information

Reading Informational Article

Review with the children what they have learned about thunder and lightning. Help the children make a summary of several sentences about what they know and print it on the chalkboard. Have several children read the summary to the group.

Read the article to the children as they follow along to see what information is given.

When you have finished reading the article, promote a discussion of the information the article contains.

If the children have further questions about the subject, help them to find answers in science texts, films, filmstrips, encyclopedias, and other reference books. Let them record their findings in any way they wish — on a chart, in a booklet, or in a series of pictures.

As a follow-up activity, children might compose a landscape scene. Have individual children paint the scene during the various stages of a thunderstorm. When the pictures are finished, tack them together in sequence and wrap them around a circular object such as a round hat box. As the round object is rotated, the stages of the storm are seen — the sunny day; the dark clouds appearing; the dark sky and high winds; the storm itself; the storm clouds receding in the distance; the drooping trees, grass, and flowers; and then the return to the sunny day.



Objectives

Discussing the sounds of weather
Enjoying a poem
Using the table of contents
Enjoying the illustration
Drawing inferences
Acquiring awareness of onomatopoeia
Making up sound words
Recording sound words

Responding to Poetry

Print the title of the poem on the chalkboard and read it to the children. Tell them that this is the title of the poem you are about to read for them.

“Think about the sounds of weather. What sounds would you tell about if you were the poet? Why do you like certain weather sounds?” List the children’s suggestions on the chalkboard and let the group discuss them.

Then suggest that they listen to the poem to see what weather sounds the poet likes. “See if she tells about any of the sounds you like.”

Read the poem to the children. Discuss with them the words they noticed while the poem was being read. It may be necessary to reread the poem.

Have the children turn to the table of contents, find the number of the page on which the poem is found and turn to that page.

Let the pupils discuss the illustration and how it relates to the poem. Reread the poem again while they follow.

“Do you think thunder frightens the animals the poet mentions at the end of the poem? Why or why not?”

“When do you think weather makes a ‘rustle’? When does it ‘flash’? When does it ‘strum’?”

Have the children choose other weather words they like in the poem and explain when weather makes these sounds.

Point out to the children that many of the words in the poem imitate the sounds they name, for example, “hum, ping, splish.” “How would you say the word ‘hum’ so that it imitates a humming sound?”

Have the children make up sound words to describe these situations:

- hail hitting a tin roof
- icicles melting, the drops falling into a puddle
- wind blowing through tall trees

If any of the group have other weather sound words to contribute, encourage them to do so.

Provide the children with some equipment such as pie plates, rice, water, newspaper, paper bags, glasses, bottles, cardboard tubes, and have them experiment to see what kinds of weather sounds they can make. Let the children try to guess what weather sounds other group members are imitating.

If a tape recorder is available, the children will enjoy recording their weather sounds. The tape could be played for background as some of the children read the poem for the group.

INQUIRY SKILLS

Using the table of contents
Speculating; formulating questions
Observing picture details
Listening to article
Discussing text and pictures
Measuring
Listening to poem
Answering the question: making record
 in experience charts, pictures and
 captions, models
Reporting orally
Making a display
Evaluating work done

INTEGRATIVE OPTIONS

Environmental Studies: Science —
 making further research; making
 a picture collection
Film — developing visual and auditory
 senses

DECODING SKILLS

LANGUAGE DEVELOPMENT

WRITING

INDEPENDENT ACTIVITIES

ALTERNATIVE STRATEGIES

Literary Appreciation**

Listening**

Listening attentively in discussions
Listening to an article
Listening to a poem

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Using the table of contents

Speculating

Observing picture details

Formulating questions

Listening to article

Discussing text and pictures

Measuring

Listening to poem

Answering the question: making record in experience charts, pictures and captions, models

Reporting orally

Making a display

Evaluating work done

Summary Chart of Research Activities

Starting Point	Question	Collecting Information	Organizing Information	Presenting Information	Valuing
Speculating on selection; looking at pictures	What makes these wonders of the sky happen?	Reading and discussing text selection and pictures	Answering question; making charts and pictures	Reporting orally; making a display	Discussing reactions to projects

Starting Point

Using the table of contents

Speculating

Ask the children to find the title of the next selection in the table of contents. If no one can read the title, read it for the group.

Let the children discuss the title and speculate on what the selection might be about.

"Have you ever seen some strange things in the sky that you have wondered about? Tell us about them." Make a list on the chalkboard or chart paper of the things the children discuss.

Ask the children on what page the selection begins. Have them turn to page 22 and quickly look through the pictures in the selection. Have the children identify the "wonders" they are familiar with and comment briefly on the pictures. If any of the wonders the children mentioned earlier are included in the selection, check these off in the list you made.

Observing picture details

Question

Formulating questions

Ask the children what they would like to find out by reading the selection and help them formulate a question as the basis for their research. The question will probably be somewhat like this:

What makes these wonders of the sky happen?

Write the question on the chalkboard and have the children read it.

Collecting Information

Read page 22 for the group. Use the picture on page 23 to find the colors in the rainbow and then refer to a science book or encyclopedia to confirm the observations the children have made.

Then read page 23 to the children. Let them discuss the information presented in the text and the pictures. Record any further research-type questions the children ask on chart paper. Continue this procedure with questions the children ask in the remaining pages of the selection.

Listening to article; observing picture details; discussing text and pictures

*Listening to
article*

Measuring

Turn to page 24 and read the first two sentences. Let the children discuss their own experiences with hail. Have the children look at the photo. "How big are the hailstones in the picture?" Read on to the bottom of the page and have the children discuss the problem presented.



*Listening to
article*

Read page 25 to the group and discuss the information and the photo. Have the children turn to page 26 and look at the photo. "Have you ever seen the northern lights? What did they look like?"

Read the first paragraph on page 27 and give the children ample time to make up and tell their stories about the northern lights. Read and discuss the rest of the text on this page with the group.

*Listening
to poem*

Read the poem on page 28 and the first paragraph on page 29 for the children. Let the children talk about falling stars they have seen and the wishes they made. "How do you think people got the idea of making wishes whenever they saw a falling star?"

Speculating

Read to the bottom of page 29 and discuss the information presented with the group.

Organizing Information

Refer to the research question posed earlier by the children. Have the pupils discuss the answers to the questions using the reader selection as reference.

*Answering
the question:
making records
in experience charts,
pictures and
captions, and
models*

Decide with the group what kind of record the children can make of the information they found. The children could work in four sub-groups to make an experience chart accompanied by captioned pictures for each of the four topics. Models such as hailstones of plastic wrap and 3-D cardboard rainbows could also be made.

Presenting Information

Have each group present the charts and pictures they made to the rest of the group. One member of the group could read and explain the experience chart while another member describes the pictures and models.

Reporting orally

Let the children make a bulletin board display of their charts and pictures.

Making a display

Valuing

Evaluating
work done

"What did you like best about this work?"
"What didn't you like? Why?"



INTEGRATIVE OPTIONS

Environmental
Studies:
Science

Further Research. Have the children do further research on the topics in the selection based on the questions they posed during the reading of the selection. Have the children use library resources such as science books, junior encyclopedias, film strips, and so on in their research. The children could work in pairs or on their own to do this research. When the research is completed have the children give oral reports to the group on the information found.

The children may also wish to do research on some of the other wonders of the sky they suggested at the very beginning of the lesson which you listed for them. Have the pupils pose questions they would like to answer about each "wonder," do research, and make a report to the group in the form of their choice.

Picture Collection. Have the children bring in newspaper and magazine photos of other wonders of the sky. Have the children discuss and write captions for their photos. Let the children make a bulletin board display of the photos.

Films

Film

Rain. 10 mins. Marlin.

COMPREHENSION

Using the table of contents
 Reacting to the title
 Speculating; formulating questions
 Observing picture details
 Inferring feelings; drawing inferences
 Recalling details; verifying answers
 Applying story details to personal experience
 Expressing opinions
 Valuing oneself
 Identifying main idea
 Summarizing stories
 Listening to recall word series

INTEGRATIVE OPTIONS

Storytelling — telling stories about own snapshots
 Visual Arts — drawing pictures to illustrate story theme
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Recognizing and identifying antonyms
 Recognizing and identifying phoneme-grapheme correspondences /ng/**ng**, /nt/**nt**, /är/**ar**, /ôr/**or**, /ër/**er**, /ër/**ir**, /ër/**ur**, /ër/**or**
 *Recognizing and identifying phoneme-grapheme correspondences /ngk/**nk**, /nd/**nd**
 Recognizing and identifying contractions
 *Recognizing and identifying contraction *'d*
 *Recognizing words using graphemic bases *ank end*
 Noting number of syllables and stressed syllables in words
 Spelling words using graphemic bases
 Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Developing noun and verb, subject and predicate awareness
 Discriminating between finished and unfinished sentences and questions; completing sentences and questions;
 Discriminating between statements and questions; punctuating sentences
 Transforming sentences into questions
 Punctuating sentences: periods, commas, question marks, quotation marks
 Recognizing and identifying pronouns and their antecedents

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, printing skills to produce personal writing
 Printing letters in reduced size
 Choosing and printing words to complete a poem

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /ng/**ng**, /nt/**nt**, /ngk/**nk**, /nd/**nd**
 Recognizing graphemic bases

Literary Appreciation**

Relating picture and story
 Drawing inferences about story characters' feelings; about story situation
 Applying story ideas to personal experience
 Valuing
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to recall word series
 Listening to identify phoneme-grapheme correspondences /ng/**ng**, /nt/**nt**, /är/**ar**, /ôr/**or**, /ër/**er**, /ër/**ir**, /ër/**ur**, /ër/**or**, /ngk/**nk**, /nd/**nd**
 Listening to note number of syllables and stressed syllables in words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

- Using the table of contents
- Reacting to title
- Speculating
- Observing picture details
- Inferring feelings; drawing inferences
- Formulating questions
- Reacting to the story
- Recalling details; verifying answers
- Applying story details to personal experience
- Drawing inferences
- Expressing opinions
- Valuing oneself
- Identifying main idea
- Summarizing stories
- Listening to recall word series

Developing Pupil Inquiry

*Using the
table of contents*

Have the children turn to the table of contents and find the title of the next story. Ask if anyone in the group can read the title. If not, read it for the children.

*Reacting to
title*

Give the children an opportunity to speculate and comment on their reactions to the title. You could lead the discussion with questions such as, "Are you always glad to be yourself? Do you sometimes wish that you were someone else? Why? Who or what do you wish you were sometimes? Why? Why do you think the person in the story might be glad to be himself or herself?" Let the children freely discuss and relate their own experiences and feelings to the title of the selection.

Speculating

*Observing
picture details*

Ask the children on what page the story begins. Have them turn to page 30 and look at the illustration. "What is the girl in the picture doing? How do you think she is feeling? What might she be thinking about?" Have the children look at the illustrations in the rest of the story and briefly discuss the happenings depicted.

*Inferring
feelings*

*Formulating
questions*

If the children wish, they may pose questions about the story at this point. If not, the children's purpose in reading could be to compare the feelings of the child in the story to their own feelings or to see if the ideas they had while looking at the illustrations were correct.

*Reading;
reacting to
the story*
*Recalling details;
verifying answers*

Developing Pupil Response

Have the children read the story silently. Let the children freely discuss their reactions to the story. "Did you like the story? Why or why not? How did the story make you feel?" Then have the children answer any questions that may have been set earlier. Have the pupils verify their answers by referring to the appropriate lines in the story.

Synthesizing

*Recalling details;
verifying answer*

1. "Why did the girl in the story start to think about the things she would like to be? Read the lines in the story that tell you this."

*Recalling details;
drawing inferences*

2. "What three things did the girl think about being? Why did she think that she'd like to be each of these things?"

*Applying story ideas
to personal experiences*

3. "Have you ever thought about being any of the things the girl chose? Why do you think it would be fun to be a tree, a bird, or a cloud? What things could you do that you can't do now?"

*Expressing
opinions*

4. "What thing or animal would you turn into if you *really* could? Give reasons for your answer."

*Recalling details
Valuing oneself*

5. "Why did the girl decide that she'd rather be herself after all?"

6. "What are some of the reasons that you are glad that you're *you*?"

Developing Comprehension, Research, and Listening Skills

Identifying
main idea

Literal Comprehension. Print the following sentences on the chalkboard. Have the children discuss them and decide which one best sums up the main idea of the story. Have this sentence underlined by a pupil.

A girl wants to be a cloud and float around to see things.
A girl thinks about being different things but decides she likes
being herself best of all.
A girl turns into a tree, a bird, and a cloud.

Summarizing
stories

Literal Comprehension. Read the following stories to the children and have them summarize each one in a single sentence. Have the children discuss the sentences suggested for each paragraph and decide which is the best summary.

1. Betty watched the children going one by one into the house across the street. They were all going to a birthday party. Betty was new in the neighborhood, but she wished that she was going to the party too. She felt sad and lonely when she thought about all the children playing games and having fun together.

2. Danny opened his eyes one morning and smiled. Today was Christmas. As he lay in bed he wondered what presents would be waiting for him under the tree. Would he get the electric train he had been hoping for? Would he find a red toy racing car? Maybe he would even get the puppy he had been wishing for for so long!

Listening to recall
word series

Listening. The following listening game will help to develop the children's auditory memory. You will be able to work with only one child at a time.

Say a group of words to the child, have him or her listen carefully, then repeat the words in a sequence. If the child has made an effort to recall the words and failed, repeat the words for him or her. Start with three-word groups and move onto four-word groups. If a child has difficulty at any level, go back to an easier one and give him or her more practice.

Use word groups similar to the following:

chair	lamp	dog	
table	knife	rug	
desk	plant	floor	
sun	tree	sky	
knife	sink	car	
bow	wheel	pipe	comb
cat	bus	water	cane
horn	umbrella	leaf	shelf
heart	jar	water	stove
needle	tomato	balloon	tray

INTEGRATIVE OPTIONS

Storytelling

Storytelling. The children will probably all have snapshots at home of themselves and members of their family. Have the children each bring their three favorite snapshots to school, show them to the group, and tell a little story about each one. These stories could range from merely describing and naming the people in the pictures to giving the background story about how a certain picture came to be taken.

As an extension of the above activity, you could have a "Mystery Baby" bulletin board. The children and yourself could post baby pictures and have other class members try to identify who's who.

Visual Arts

Drawing Pictures. Have the children draw a picture illustrating a time recently when they were "glad I'm me." Events depicted could include parties, outings, adventures, or trips. When the children have completed their pictures they should share them with the group and tell about them.

Book Center

Story Books

Moore, Lilian and Charlip, Remy. *Hooray for Me!* Parents' Magazine Press.

This book gives a great variety of original answers to the question, "Who are you?"

Sharmat, Marjorie Weinman. *I'm Terrific*. Holiday House.

Jason Everett Bear, a vain boy, learns a valuable lesson about himself and about making friends.

Steiner, Jörg. *The Bear Who Wanted to Be a Bear*. (Margaret K. McElderry) Atheneum.

A bear awakens from his hibernation to find that a factory has been built over his home. He is accused of being an employee in disguise and put to work.

Williamson, Jane. *The Trouble With Alaric*. Farrar, Straus & Giroux.

Alaric the dog decides to become a person — but in the end finds being a dog more desirable.

Zolotow, Charlotte. *It's Not Fair*. (Ursula Nordstrom Book) Harper & Row.

A girl compares her own life unfavorably with her friend's, until the two have a surprising talk.

Films

Film

I Am Me and I Want To Be. 12 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using sight and sound

Recognizing and identifying new words, using context

Observing special words

Recognizing and identifying antonyms

Recognizing and identifying the phoneme-grapheme correspondences /ng/**ng**, /nt/**nt**

*Recognizing and identifying the phoneme-grapheme correspondences /ngk/**nk**, /nd/**nd**

Recognizing and identifying the phoneme-grapheme correspondences /är/**ar**, /ôr/**or**, /ër/**er**,
/ër/**ir**, /èr/**ur**, /èr/**or**

Recognizing and identifying contractions

*Recognizing and identifying contraction 'd

Recognizing words, using graphemic bases *ank* and *end*

Noting number of syllables and stressed syllables in words

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-8 for each pupil

An *nk* and an *nd* card for each pupil

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *alone, I'd, they'd, wings, world*

Decodable Words: *raise, branches, float, I've*

Enrichment Words: *flutter, billowing*

Recognizing
and
identifying
new words,
using sight
and sound

Print the following words on the board:

wings
alone
raise
float
world
branches

Point to each word and say it to the group. Have the children repeat the words with you a second time.

To help the children gain meanings for the words, present the following exercise.

Recognizing
and identifying
new words,
using context

Print the following sentences on the board. Ask the pupils to read each sentence silently to decide whether it tells something that is true or not true. Then have individuals read each sentence orally and state whether it is true or not true. (Starred sentences are false.)

When I am with someone I am alone.*
A bird flaps its wings to fly.
Birds like to nest in the branches of trees.
A good boat can't float.*
I raise my hand when I know the answer.
You can walk around the world in one day.*
We try to remember the new words we learn.
Rain falls from the clouds.
It is never cold in winter.*
Some stores sell candies.

Observing
special
word:
world

Print the surprise word on the board and say it to the group:

world

Call attention to the *or*, and have the pupils note that these letters stand for the same sound as they do in *work* and *word*.

Recognizing
and
identifying
antonyms

Remind the pupils that some words have opposite meanings. Note *hot-cold*, *up-down*, *in-out* as examples.

Print the following on the chalkboard:

	1.	2.
_____	float	1. never
_____	ever	2. shout
_____	wrong	3. sink
_____	glad	4. slowly
_____	whisper	5. remembered
_____	forgot	6. right
_____	quickly	7. before
_____	behind	8. sad

Give each pupil a set of cards numbered 1-8. Point to the first word in column 1, *float*, and have it read. Ask the pupils to find, in column 2, a word that means the opposite of *float*, look at the number beside it, and hold up the card with that number on it. When the cards have gone up, call upon a pupil to read the word selected (sink), then print the number (3) on the line beside float.

Follow the same procedure with the other words. When all the pairs of antonyms have been matched, have some of them used in meaningful sentences.

Phonemic Analysis

Recognizing
and
identifying
correspondences
/ng/ng, /nt/nt

Print the following words on the board:

song	went
going	paint
ring	want
sung	mint

Read each word in the left-hand column to the pupils. Ask what is similar in each word. The children should recognize the final *ng*. Elicit more words ending with this sound and list them on the board. Follow the same procedure with the right-hand column. To help the pupils review these two correspondences, Put the following on the board:

ring	hunt	plant	slant
hung	thin	sent	lung
pint	wrong	lark	hint
twin	bent	sling	look
song	wing	grin	rang

Point to each word in turn and pronounce it. If the pupils hear and see /ng/**ng**, they are to raise their right hands. If they hear and see /nt/**nt**, they are to raise their left hands. If they don't hear and see either of these sounds and letters, they are to make the "thumbs down" sign.

Print the following words on the chalkboard.

Recognizing
and
identifying
correspondences
/ngk/**nk**, /nd/**nd**

bank	and
thank	kind
sink	send
think	found

Read the words in the left-hand column to the pupils, as they listen for the sounds at the end of each word. Have them note that these words sound alike at the end. Call attention to the last two letters at the end of each word and elicit that the words all look alike. Have the letters identified as *nk*, and lead the pupils to conclude that the cluster *nk* stands for the sounds heard at the end of *thank*. Have the pupils say the words in the left-hand column, making sure that both sounds can be heard at the end each time.

Follow the same procedure with the words in the right-hand column to develop the final *nd* cluster.

To check the pupils' discrimination between the *nk* and *nd* consonant clusters, give each child an *nk* and an *nd* card.

The following words may be put on the board or read orally. In response to each word, the pupils hold up the card that corresponds with the sound heard.

around	shrink	sound
sink	mend	tank
find	bank	think
blank	ground	sunk
pink	send	rink

The pupils have been taught many sounds represented by a vowel and *r*. To review these, print these key words on the board:

Recognizing
and
identifying
correspondences
/är/**ar**, /ôr/**or**,
/ër/**er**, /êr/**ir**,
/êr/**ur**, /êr/**or**

car for fern girl turn work

Call upon a pupil to read each word, as the others listen for the sound represented by the vowel and *r*. Have the vowel identified each time, and have the pupils recall that *er*, *ir*, *ur*, and *or* as in *work* all stand for the same sound. Elicit other words with a vowel and *r* and list them under the key words.

Structural Analysis

Print these sentences on the board:

Recognizing
and identifying
contractions

He is going.
He's going.

We are here.
We're here.

Have a pupil read the pairs of sentences while the rest of the group studies to see if there is any difference in meaning between each sentence of each pair. They should realize there is no difference.

To review contractions, print the following sentences on the board.

They will come today.
He is fine.
There is a fire!
We should not leave.
I cannot go.
She is very nice.
You will see me soon.
I will be there.
They are happy.

Point to the sentences in random order and select pupils to read them then suggest a contraction for the underlined words. After the group has agreed on the pupil's choice it may be printed on the board.

Proceed in this manner for the other sentences.

Print these words on the board:

I would
we would
they would

Have a pupil read them aloud to the group. The others should consider how contractions might be made from the words.

After they have been read, ask if anyone has any ideas as to how to make these words into contractions. If there is no response, print the contractions on the board.

I'd
we'd
they'd

The pupils should recognize that the *d* from *would* in each case was retained and then added to the word with an apostrophe. Note that in this contraction the apostrophe shows that four letters have been left out.

Review this concept with the children by using the words in context:

I would like it.
We would like it.
You would like it.
They would like it.

The pupils chosen are to read the sentences, then tell or print on the board the contraction made from the underlined words.

To present the graphemic bases *ank* and *end*, put the words below on the board. Working with one column at a time, have the words read, the part that is the same in all the words identified, and some of the words used in sentences.

thank	end
bank	bend
blank	blend
clank	fend
crank	lend
drank	mend
frank	send
plank	spend
prank	tend
rank	trend
sank	
spank	
tank	
yank	

Reading in
context
words
formed
on
graphemic
bases

Place the following key words on the board and have them read: *tail, tip, thank, end, boat, time, top, sung, pick, street, dark.*

Print these sentences on the board:

The sailing ship sank.
Will you please mend the rip in my coat?
Mommy sends me to the store.
Fill in the blank line.
Lend me a dime to spend.
Here comes old Hank!
I drank all the pop and Mommy spanked me.
He clung to a floating plank and kicked his feet.
Meet me outside the bank near the park.

Point to the sentences in random order and have selected pupils read them aloud to the group. Continue until everyone has had at least one turn. If a child stumbles over a word, refer him or her to the key word involved.

Syllabication

Noting
number of
syllables
and stressed
syllables
in words

Say the following words. Then have the pupils say them with you, clapping or tapping the syllables. Ask the pupils to indicate the number of syllables in each word by raising one, two, or three fingers.

alone	remember	table	billowing
branches	float	wing	flutter
raise	tiny	open	winter

Now, have the pupils say the words with you again. This time they are to clap or tap only the stressed syllable.

Spelling

Spelling
words formed
on graphemic
bases ank,
end

Print *thank* and *end* on the board and have them pronounced.

Distribute lined sheets of paper for spelling dictation. In response to the dictated words, the pupils are to add the consonants that stand for the initial sounds heard to the bases *ank* or *end*.

These sentences could be used for the dictation.

Let's go to the bank today — bank.
Did you bend this bar — bend?
Remember to thank the man — thank.
I'll send a rocket to Mars! — send.
The tank is full of water — tank.
I never lend my tools — lend.

Now ask the pupils to print *thank* on their worksheets, and print the following words as you indicate the initial consonant or consonants each time.

thank	bank	blank	clank	drank	frank
plank	prank	sank	spank	tank	yank

Follow the same procedure with the word *end*.

end bend blend fend lend mend send spend tend trend

Spelling
word:
world

Print the spelling word on the board: *world*.

Let the pupils study the word for a few seconds. Discuss the sound the *or* stands for. Then have the pupils copy the word five times on their worksheets, checking each time to be sure all the letters are in the correct order. Have the word entered in the spelling notebooks.

Erase *world* from the board and ask the pupils to print the word, dictated in a sentence.

The world is big and round — world.

If a child misspells the word, have him or her enter it in the list of difficult words in his or her spelling notebook.

Objectives

Developing noun and verb awareness; subject and predicate awareness
 Discriminating between finished and unfinished sentences and questions; completing sentences and questions using a variety of words (reading)
 Discriminating between statements and questions; punctuating sentences
 Transforming sentences into questions
 Punctuating sentences: periods, commas, question marks, and quotation marks
 Recognizing and identifying pronouns and their antecedents

Materials Needed

Colored chalks
 Sentence strips (See below)
 Period and question mark cards
 Blank word cards
 The readers
 Lined paper for each child in the group

Sentence Awareness

Print the following sentences on the chalkboard.

Tommy walked.
 Mr. Mugs hid.
 Curt and Mr. Mugs woke up.
 Grandpa talked.
 The cat ran away.

Have the children read the first sentence. "What word in this sentence tells us the name of someone?" Have a child underline the word *Tommy* with colored chalk.

"What word in this sentence tells us what Tommy did?" Have another child underline the word *walked* with chalk of a different color.

"The sentence we just talked about has two parts, the 'name' part and the 'doing' part. What word in the sentence is the 'name' part of the sentence? What word is the 'doing' part of the sentence?"

Continue in a similar manner with the rest of the sentences. In the third sentence, accept *Curt and Mr. Mugs* or *Curt and Mr. Mugs* as the "name words." Accept *woke* or *woke up* as the "doing word(s)." In the fifth sentence, accept *The cat* or *cat* as the "name word(s)." Accept *ran* or *ran away* as the "doing word(s)."

Note: At this early stage of developing noun and verb awareness, you may wish to use the words "name word" and "doing word;" if preferred, you might gradually introduce the terms *noun* and *verb* at this or the next reading level.

Print the following incomplete sentences and questions on the chalkboard, or print them on paper strips and have available period cards, question mark cards, and several blank word cards.

Then Tommy
 Grandpa
 When will
 If I were a bird
 Who is
 I think about

Refer to the first sentence on the board, or place the first incomplete sentence in the pocket chart. Read the sentence aloud, ending with an unfinished inflection of the voice, as the children read silently. Then you might ask:

*Developing noun
 and verb awareness;
 subject and
 predicate awareness*

*Discriminating
 between finished and
 unfinished sentences
 and questions;
 completing sentences
 and questions using
 a variety of words
 (reading)*

"Is this sentence finished? Why not?"

"What are some words that will finish the sentence?"

Print the words that the children suggest at the end of the sentence, or print them on blank cards and place them in the pocket chart at the end of the sentence. With the children, read the sentence aloud ending with a finished inflection. "Is the sentence finished now? Does it make sense? Why?"

"Does this sentence tell us or ask us something? What should we put at the end to show that it is finished?" Have a child place the period at the end of the sentence, or place the period card in the pocket chart at the end of the sentence.

Elicit two or three other suggestions that might finish the sentence and make sense; for example, *started to run, jumped, took his shoes off, felt better, ate some candies*. Follow the foregoing procedure each time to determine whether the sentence is finished and makes sense.

Continue in the same manner with the other sentences and questions.

Print the following sentences on the chalkboard and have the children read them silently.

The bird is in the tree.

The clouds are in the sky.

A bird can flutter its wings.

Tommy was buying some gum.

It was a big storm.

Grandma and Grandpa were in the house.

To have the children transform the sentences into questions, proceed somewhat as follows:

"Read the first sentence for us. Now let's change the sentence into a question. To do this we must ask whether the bird is in the tree. How would you ask this question?"

When a child volunteers the question, print it on the chalkboard beside the sentence and ask another child to read it again. Then have the correct punctuation mark placed at the end of the question. (Is the bird in the tree?) Have the children tell what change in word order occurred.

Follow the same procedure to have the children transform the remaining sentences into questions.

Punctuation and Graphics

Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks. A different color of chalk may be used for each kind of punctuation mark.

Sometimes I think I d like to be a bird

What would you like to be

Sometimes I like to be alone Curt said

Do you think it would be fun to be a kite

It s time for supper Grandpa called

There are many beautiful things in the sky

Did you see the rainbow Tommy asked

I ve seen lightning before

Pronouns and Antecedents

Print the following pairs of sentences on the chalkboard.

Tommy and Grandpa went to the shopping center.

They saw a giant helicopter.

I like to hear the thunder.

It sounds very loud at night.

Mommy put the supper on the table.

Then *she* lit the candles.

Tommy didn't want to go to bed.

He wanted to watch the hockey game.

*Discriminating
between statements
and questions;
punctuating sentences*

*Transforming
sentences into
questions*

*Punctuating
sentences:
periods, commas,
question marks, and
quotation marks*

*Recognizing and
identifying pronouns
and their antecedents*

Jan found some green candies.

Curt got *them* at the store.

Pat was watching TV.

Then *she* went to play with *her* cat.

Refer to the first two sentences and have the children read them silently. Direct attention to the underlined pronoun *They* in the second sentence. Elicit that *They* replaces the words *Tommy and Grandpa* in the first sentence.

Continue in a similar manner with the rest of the sentences.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Printing letters in reduced size

Choosing and printing words to complete a poem

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Develop a chart of phrases similar to the following.

I Wish

I had a bike
I were a hockey star
I had lots of money
it were Saturday
I had a dog like Mr. Mugs

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

Personal
Writing

Suggest that the children choose a person, animal, or object of their choice and write a story about being it for a day. They could tell what their new self sees during the day, what happens to it, and how it feels.

Printing and Directed Writing

Have the children practice the printing of *d, D, l, L, t, T, k, K*, in reduced size.

The children should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between every other pair of ruled lines. (See the *Spirit Duplication Masters / Self-Help Activities* for an example.)

The phrases listed on the vocabulary chart will serve as a starting point for the writing of free verse poetry. Print the following on the board.

I wish I were

I wish I had

I wish I could

Discuss with the children how each sentence might be completed. Print the sentence endings on the board. Then have the children copy the completed poem on their sheets of lined paper.

Printing
reduced
*d, D, l, L,
t, T, k, K*

Completing
a poem

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the phoneme-grapheme correspondences /ng/ng, /nt/nt, /ngk/nk, /nd/nd

Recognizing and identifying words formed on graphemic bases

Recognizing graphemic bases

Lace-Up

*Decoding
Skills:
Phonemic
Analysis*

Objective

Recognizing and identifying the phoneme-grapheme correspondences /ng/ng, /nt/nt, /ngk/nk, /nd/nd

Number of Players

One

Materials Needed

One "Lace-Up" board
Wool laces



Procedure

The player matches words by saying a word aloud, finding a matching word with the same ending, and joining the two words with the lace.

Ending Bingo

*Decoding
Skills:
Structural
Analysis*

Objective

Recognizing graphemic bases

Number of Players

Three or more

Materials Needed

Assorted bingo cards with graphemic bases such as: *ank, end, ong, ung, ing, ang, ow, ear, eat, ind, ail, each, ore, ark, ar, all, ine, oss, ain, ide, ave, een, ush, eed, eek, oon, oot, ass, ink, ish, ash*

One master sheet

Markers

Procedure

The caller reads bases from the master sheet and the players fill their cards by covering the same bases with their markers. The first player to complete a card is the winner.

COMPREHENSION

INTEGRATIVE OPTIONS

DECODING SKILLS

Using the table of contents
 Discussing the fable and its characteristics
 Formulating questions
 Recalling details; verifying answers
 Identifying lesson of fable
 Discussing other fables
 Describing a character
 Identifying problem and solution
 Making judgments
 Solving a problem
 Applying story ideas to personal experience
 Listening to follow directions
 Identifying main idea

Enjoying and Understanding Fables — discussing fables
 Library Research — finding and sharing fables
 Discussing Literary Forms — recalling and comparing stories
 Drama — making a puppet play
 Films — developing visual and auditory senses

Recognizing and identifying new words
 Recognizing and identifying phoneme-grapheme correspondences /ō/**ow**, /ou/**ow**, /ou/**ou**, /û/**oo**, /ü/**oo**
 Recognizing initial, medial, final sounds in words
 Recognizing and identifying possessive forms with 's
 *Recognizing and identifying words using graphemic base *unk*
 Spelling words using graphemic bases
 Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

WRITING

INDEPENDENT ACTIVITIES

Discriminating between fragments and complete sentences; expanding fragments
 Recognizing and identifying sequence words
 Recognizing and identifying compound sentence patterns using connectives *and*, *but*
 Recognizing and identifying complete sentences: matching sentence beginnings and endings
 Recognizing, identifying, using irregular past tenses *blew*, *found*, *knew*, *held*, *forgot*, *saw*, *seen*

Integrating speaking, writing, reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, printing skills to produce personal writing
 Printing letters in reduced size
 Choosing and printing an ending to a fable

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Literary Appreciation**

Listening**

Recognizing and identifying words containing o, ow, ou, oo
 Recognizing and identifying words formed on graphemic base *unk*

Discussing the characteristics of the fable
 Describing a character
 Identifying problem and solution
 Applying story ideas to personal experiences

Listening attentively in discussions
 Listening to follow directions
 Listening to identify phoneme-grapheme correspondences /ō/**ow**, /ou/**ou**, /û/**oo**, /ü/**oo**
 Listening to identify sounds in words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Discussing the fable and its characteristics
Formulating questions
Recalling details; verifying answers
Identifying lesson
Discussing other fables
Describing a character
Identifying problem and solution
Making judgments
Solving a problem
Applying story ideas to personal experience
Listening to follow directions
Identifying main idea

Developing Pupil Inquiry

*Background
for the
teacher*

Keep in mind the structural elements in the story — the theme, characterization, plot, and style.

Literary Form. A fable is a story written (or told) to teach a lesson. Sometimes the moral is implied and sometimes it is definitely stated. The characters are personified animals, presented in situations that are lifelike and often humorous. Since the lesson is the main purpose, the story is usually terse and to the point, with few embellishments, and characters and situations are presented in broad contrasts.

The Theme. The main idea in “The Crow and the Pitcher” is “Where there’s a will, there’s a way — in other words, if someone wants something strongly enough, he or she will usually find a way to get it.

Characterization. The characters are not developed to any extent in a fable. The animals usually portray a single human characteristic revealed by what they say or do. In this fable, the crow thinks before he acts, and reveals the fact that he is clever by coming up with an ingenious solution to his problem.

Plot. The plot in a fable is usually slimly contrived, but there is a main character facing a problem. In this fable, the crow’s problem is to get the water at the bottom of the pitcher, and the action moves rapidly. As he solves his problem he achieves his purpose.

Style. Style is concerned with the author’s choice and arrangement of words. In the fable, no words are wasted. The children should note the absence of descriptive passages (there is no description of the setting of the story, for example, or of the crow’s search for water), the sparing use of descriptive words, and the straightforward sentence structure. In short, there is nothing that might take the reader’s or hearer’s attention from the lesson being presented.

Comparison. Comparing this fable to other fables will help the children to understand the structure and purpose of this literary form. They will already have studied “The Fox and the Crow” in the Third Level reader *Rockets Away!* It is hoped that the teacher will enrich the pupils’ background by reading other fables.

*Using the table
of contents*

Have the children turn to the table of contents and locate the title of the next selection. If no one can read the title, read it for the group.

*Discussing the
fable and its
characteristics*

Tell the children that this story is a fable. “Do you know what kind of story a fable is? Have you ever heard or read a fable before?” If some of the children are familiar with fables let them tell the group what they know. If any characteristics of the fable come up in the discussion, record them on the chalkboard. You might record characteristics such as “Animals act like people,” or “There is a lesson.”

Have the children tell you the number of the page on which the story is found and turn to that page. Let the children discuss briefly what is happening in the illustration.

Ask the children if they have any questions they would like to ask about this fable. Record their questions on the chalkboard or on chart paper. Below are examples of questions the children might ask after reading the title and examining the illustration.

- What is in the pitcher?
- Why is the crow sitting on the pitcher?
- What does the crow have in his mouth?

Developing Pupil Response

Reading

When the children finish reading, let them discuss briefly their reactions to the tale.

Recalling details,
verifying
answers

Then refer the group to the question box. Have the children answer the questions first in their own words and then verify their answers by reading from the text.

Synthesizing

Identifying
lesson; discussing
other fables

1. "What is the lesson of this fable? Can you remember other fables that you have read or heard? What was the lesson in them?"

Describing a
character

2. "Tell about the main character of the story."

Identifying
problem and
solution

3. "What was the crow's problem at the beginning of the story? How did he solve his problem?"

Making
judgments;
solving a
problem

4. "What did you think of the crow? Why? Can you think of a better way he might have got a drink from the pitcher?"

Applying story
ideas to
personal
experiences

5. "Do you think there are people who sometimes act as the crow did? Have you ever acted as the crow did? If so, tell about it. What have you learned from this fable?"

Identifying
main idea

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Have the children take turns retelling the story in their own words as briefly as they can. Then have the children sum up the main idea of the story in a sentence. Record their suggestions and have the group discuss them and decide which are suitable and which are not. The main idea should be something to the effect that, "Where there's a will, there's a way."

Listening to
follow
directions

Listening. Explain to the group that you are going to play a listening game. You will say, "The crow is flying" while flapping your arms up and down in a flying motion. Because the crow is a creature that flies, the children will respond by flapping their arms. You will repeat the sentence substituting another bird for crow and the children should again flap in response. "The robin is flying." Continue to repeat the sentence substituting names of birds occasionally interspersing these with names of creatures which do not fly. When you mention an animal that does not fly, the children must not flap their arms although you do. If a child flaps by mistake, he or she may be put out of the game.

Vary the game by using the sentence, "The trout is swimming," and make swimming motions, "The rooster is walking," with walking motions, "The rabbit is digging," with digging motions.

INTEGRATIVE OPTIONS

Enjoying and
Understanding
Fables

Discussing Fables. Read several fables to the children and discuss with them the lesson taught in each one. Collections of Aesop's fables are found in most libraries.

The children would enjoy hearing and discussing these fables:

The Fox and the Goat

A fox had fallen into a well, and had been puzzling and puzzling for a long time as to how he might get out again. Presently a goat came to the place and, wanting to drink, asked Reynard whether the water was good, and if there was plenty of it. The fox, not letting on the danger he was in, replied, "Come down, my friend. The water is so good that I cannot drink enough of it,

and there is so much of it that it cannot all be used up." Upon this the goat without any more ado leaped in. The fox jumped up on the goat's horns and nimbly leaped out of the well. As he did so, he coolly remarked to the poor foolish goat, "If you had half as much brains as you have beard, you would have looked before you leaped."

The Shepherd Boy and the Wolf

A shepherd boy, who tended his flock not far from a village, used to amuse himself at times in crying out "Wolf! Wolf!" His trick succeeded two or three times. The whole village came running to help him. Each time the boy laughed at them for being fooled by his trick.

At last one day the wolf really did come. The boy cried out for help. But his neighbors thought he was trying to fool them again. They paid no attention to his cries, and the wolf ate the sheep. So the boy learned, when it was too late, that liars are not believed even when they tell the truth.

Library
Research

Discussing
Literary
Forms

Finding and Sharing. Encourage the children to get books of fables from the library. Have each child select a fable he or she likes very much and prepare to read it to the group.

Recalling and Comparing Stories. Recall with the children other stories that they have read in their readers that taught a lesson; for example, "The Little Old Man with the Very Big Gun", "The Little Engine that Could," and "Sharing Time." Some pupils may recall and mention stories from the earlier readers, such as "Georgie Giraffe," and "For the Birds!"

Ask, "What were the lessons taught in some of these stories? Were any of them real fables? How are fables different from other stories that teach a lesson?" Encourage the children to cite examples to support their ideas.

Drama

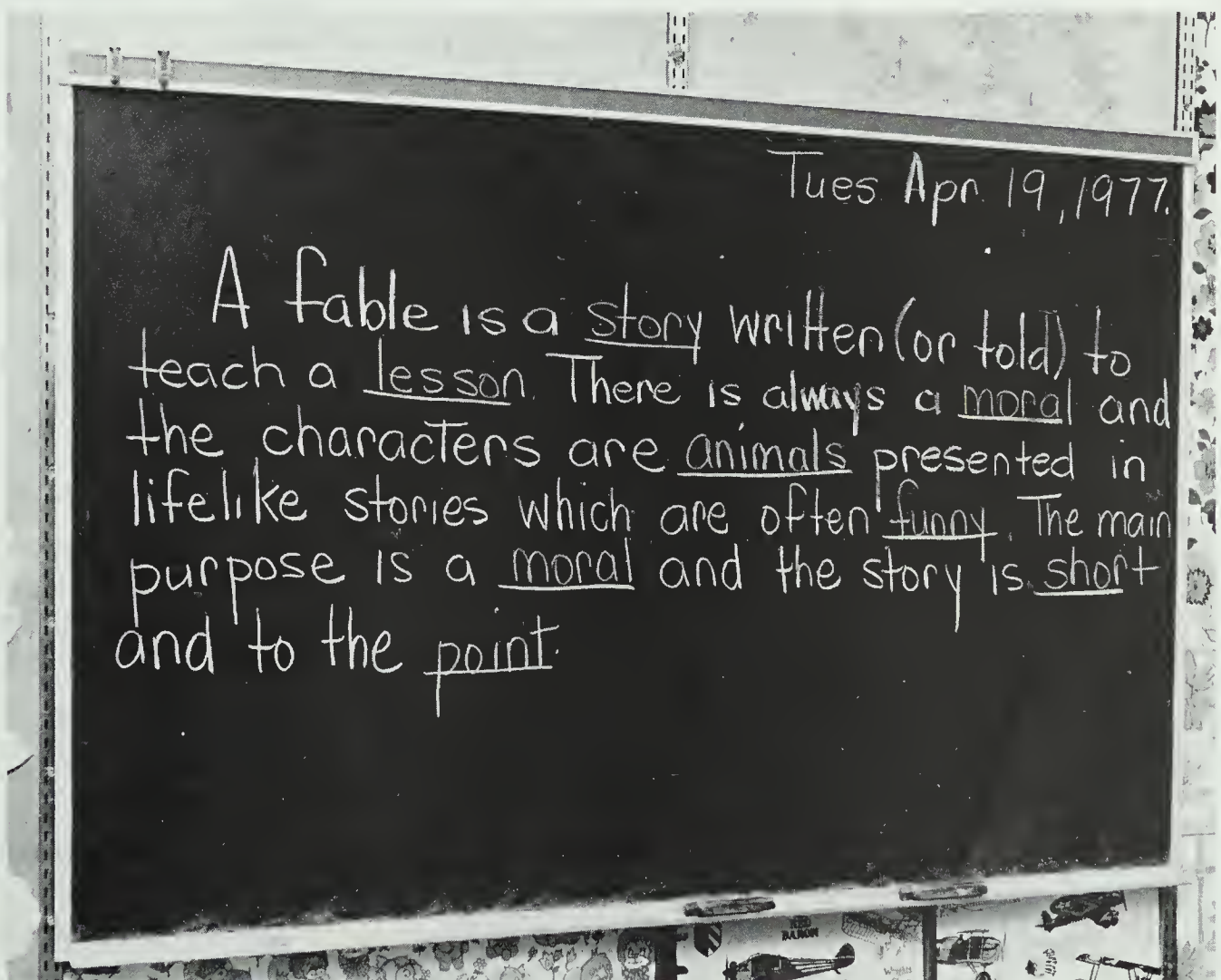
Making a Puppet Play. Suggest that the children choose a fable they like, dramatize it, and present it as a puppet play.

Films

Films

The Ant and the Dove: 8 mins. Coronet 1473.

The Ant and the Grasshopper: 11 mins. Coronet 1824.



DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying phoneme-grapheme correspondences /ō/ow, /ou/ow, /ou/ou, /ù/oo, /ü/oo

Recognizing initial, medial, and final sounds in words

Recognizing and identifying phoneme-grapheme correspondences to print initial and final letters

Recognizing and identifying possessive forms with 's

*Recognizing and identifying words, using graphemic base *unk*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

Lines on the chalkboard for chalkboard dictation

Sheets of paper lined for printing

Spelling notebooks

Word Meaning

New Words: *pitcher, knew*

Decodable Words: *drink, however, stones*

Print the new words on the board:

Recognizing
and
identifying
new words,
using
context
clues

pitcher
knew
drink
however
stones

Point to each word and say it to the group. Have them repeat the words with you a second time.

To help the children gain insight into the usage of these words, present these sentences on the board:

We were late. The bus waited for us, _____ .
I just _____ it would rain today.
Please pass the milk _____ .
Let's pick up those _____ .
How much pop did you _____ ?

Point to the first sentence and select a pupil to read it aloud to the group.

Now, have everyone study the list to see which word would best complete the sentence. Have someone in the group suggest a word. If the rest agree with the choice, print the word in the empty space and have another pupil read the completed sentence to check that the correct word was chosen.

Follow this procedure for the other sentences.

Phonemic Analysis

To review the various sounds represented by *ow*, *oo*, *ou*, print the following words on the board:

snow	cow	look	room	loud
low	now	stood	shoot	found

Recognizing
and
identifying
correspondences
/ō/ow, /ou/ow,
/ou/ou, /ü/oo,
/ù/oo

Have a pupil read each word to the group while the others listen for the vowel sound in each word. They should recognize the two sounds represented by *ow*, the two sounds represented by *oo*, and the sounds represented by *ou*.

Now print on the board *snow*, *cow*, *look*, *room*, and *loud* as headings, and the following words:

window	took	kangaroo	know	couch
flower	shout	however	now	shook
school	crow	slowly	shoot	clown
mouse	zoom	around	owl	show
wooden	soon	football	book	clouds

Point to each word in turn and have it pronounced. Let the pupils decide under which key word the word belongs, according to its vowel sound, and print it under that heading on the board.

Have the pupils listen to the following groups of words and indicate where the designated sound is heard each time.

*Listening
through
words for
initial,
medial,
and final
sounds*

/ou/	sound, outing, thou, house, ounce
/ō/	below, own, blowing, tomorrow, owed
/ou/	cow, nowadays, towel, owl, somehow
/ù/	shook, crooked, woolly, good, wood
/ü/	ooze, boot, shoo, oodles, pool

*Taking
chalkboard
dictation:
listening
and printing*

Prepare the lined board and distribute sheets of paper lined for printing. The pupils are to follow the directions for each group and print letters representing initial and final sounds to complete dictated words.

Group 1

Instruct the pupils to print *ow* at the end of each of four printing areas. They are then to print the letters that stand for the initial sounds heard in each word.

Where is that new show — show?
Our house sits very low — low.
Can you blow up my balloon — blow?
How much did you grow this year — grow?

Have the words on the board erased.

Group 2

The pupils are to print *ow* in the middle of each of four printing areas, and print the letters standing for initial and final sounds to complete the words.

Please come here now — now.
I don't know how you do it — how.
They laughed at the funny clown — clown.
The cat ran down the stairs — down.

Have the words on the board erased.

Group 3

The pupils are to print *ou* in the middle of each of four printing areas, and print the letters that stand for initial and final sounds to complete the words.

That radio is too loud — loud.
The ground is still wet — ground.
Don't make a sound — sound.
Lie down on the couch — couch.

Have the words on the board erased.

Group 4

The pupils are to print *oo* in the middle of each of four printing areas, and print the letters that stand for initial and final sounds to complete the words.

I stood on the pavement — stood.
The tree shook in the wind — shook.
Don't forget to buy dog food — food.
I'll meet you at noon — noon.

Have the words on the board erased.

Structural Analysis

Recognizing
and identifying
possessive
forms with 's

Print the following on the board:

- | | |
|-----------------|---------|
| 1. Jill | bike |
| 2. Curt | dog |
| 3. the boy | book |
| 4. Dad | picture |
| 5. Mom | TV |
| 6. the man | hat |
| 7. the girl | doll |
| 8. the children | toys |

Have a pupil read the two words after 1. Everyone should recognize that the two words do not make sense.

Ask the group to recall what possessives are. They should remember that they are words that show something "belongs to" someone or something.

Now ask what must be done to the two words to make them correct. They should remember the adding of 's. Have a pupil suggest the correct form, and if the rest of the children agree, print it on the board.

Follow this procedure for the other sentence fragments. Check that each child gets at least one turn at printing a possessive form.

Recognizing
and identifying
words, using
graphemic
base
unk

To introduce graphemic base *unk*, place the words below on the chalkboard. Have the words read and the part that is the same in all the words identified. Call upon volunteers to use some of the words in sentences.

bunk
chunk
clunk
dunk
drunk
funk
flunk
hunk
junk
punk
sunk
slunk
spunk
stunk
trunk

Reading in
context words
formed on
graphemic
bases

Place the following key words on the board and have them read: *bunk, bed, end, tail, class, sung, car, more, not*.

Print the following sentences on the board:

What is all that junk in the shed?
I fell over a hunk of wood at the bend in the trail.
I've drunk my glass of milk.

The cat clung to the tree trunk.
I sleep in a bunk bed.
The ship had sunk far from shore.
The little tot had a lot of spunk.

Point to the sentences in random order and select pupils to read them. Follow this procedure until everyone has read at least one sentence. If a child stumbles over a word, refer him or her to the key word involved.

Spelling

Spelling
words
formed on
graphemic base unk

Print the word *bunk* on the board and have it read.

Distribute sheets of paper lined for printing. In response to the dictated words, the pupils are to print the letters that stand for the initial sounds and add the base *unk* to form the words. These sentences may be used to present the words:

Do you dunk doughnuts — dunk?
We keep too much junk — junk.
I sunk the toy ship in the bathtub — sunk.
Don't throw that hunk of rock — hunk.

Now, ask the pupils to print *bunk* on their papers, then print the following words as you indicate the initial letter or letters each time.

bunk chunk clunk drunk funk flunk punk
 slunk spunk stunk trunk

Spelling
word
knew

Print the word *knew* on the board and have it read. Call attention to the silent *k* and the *ew* standing for the glided /ū/ as in *cute*.

Have the pupils look carefully at the word on the board. Then ask them to copy *knew* five times on their worksheets, remembering to check each time that they have all the letters in the right order. Have *knew* entered in the spelling notebooks, then erase the word from the board.

Dictate the word in a sentence and ask the pupils to print it on their worksheets.

I knew where you were going — knew.

LANGUAGE DEVELOPMENT

Objectives

Discriminating between sentence fragments and complete sentences; expanding sentence fragments into complete sentences

Recognizing and identifying words denoting sequence

Recognizing and identifying compound sentence patterns using the connectives *and* and *but*

Recognizing and identifying complete sentences: matching sentence beginnings and endings

Recognizing, identifying, and using irregular past tenses *blew*, *found*, *knew*, *held*, *forgot*, etc.

Recognizing, identifying, and using irregular past tenses *saw* and *seen*

Materials Needed

The readers

A set of cards numbered 1-5 for each child in the group

Chart paper

One card for each letter of the alphabet

Discriminating
between sentence
fragments and
complete sentences;
expanding sentence
fragments into
complete sentences

Sentence Awareness

Print the following words on the chalkboard:

cold water

Ask a child to read the words and have the group tell whether or not they form a complete sentence.

"Why isn't this a finished sentence?"

"What words can you put with the words on the board to make a finished sentence?"

Print the sentence the pupils suggest on the chalkboard and underline the words *cold water*. Have a pupil read the sentence with a finished inflection and establish that it is a finished sentence.

Have the children suggest other ways they might use the words *cold water* in sentences. Print the sentences on the board, underlining *cold water* each time. Have the pupils read the sentences with a finished inflection and elicit that they are finished sentences. The pupils might suggest sentences such as:

The crow wanted some *cold water* to drink.

Curt drank some *cold water*.

Mr. Mugs fell into the *cold water*.

For further word in expanding sentence fragments, use groups of words such as the following:

a drink

some stones

the big pitcher

As the children suggest sentences, print them on the chalkboard, underlining the key words each time. Have the children read the sentences to be sure they are finished and make sense.

Direct the pupils to turn to the story and read the first two paragraphs.

"What are some things that you just read about?"

"The crow looked around for some cold water and the crow found a pitcher by a tree. Did he look around for the water first or did he find the pitcher first? What did he do second?"

"Look at the beginning of the second paragraph. What two words tell you that the crow looked for some cold water for a long time before he found the pitcher?" (At last)

"Now read the last paragraph in the story. What did the crow do with the stones? What happened to the water when the crow dropped the stones in the pitcher?"

"Look at the third sentence in this paragraph. What does the sentence tell you?" (The crow dropped the stones in the water and the water in the pitcher came up, little by little.)

"What word in this sentence tells you that the two things happened at the same time?" (As)

"What happened next? What two words tell you that it took a long time for the water to come up to the top of the pitcher?" (At last)

Print the following exercise on the chalkboard.

and

but

1. The crow looked all around for some water. He could not find any.
2. The crow looked into the pitcher. He found that there was a little water in it.
3. At last the water was up to the top of the pitcher. The crow got a long, cold drink.
4. Dick wanted to look out the window. He didn't like to see the lightning.

Explain to the group that each pair of sentences may be formed into one sentence with the use of one of the joining words listed at the beginning of the exercise. Point out that one sentence will sound better than the original two sentences and that the one sentence will help readers better understand what they are reading.

Have the pupils read each pair of sentences in turn, and give whatever guidance is necessary to have them form the compound sentences. Print the newly-formed sentence on the chalkboard as it is given by the children and then have them note what changes in punctuation, capitalization, and wording occurred.

Print the following sentence beginnings and endings on the chalkboard. Give each child a set of cards numbered 1-5.

Curt looked for his bike, but

Pat went downtown and

Mr. Mugs wanted his supper so

After thinking for a while,

At last the storm

1. Curt went home.

2. was over.

3. the crow looked for some stones.

4. he could not find it.

5. he ran home.

Recognizing and
identifying words
denoting sequence

Recognizing and
identifying
compound sentence
patterns using the
connectives
and and but

Recognizing and
identifying
complete sentences:
matching sentence
beginnings and
endings

Refer to the first sentence beginning and ask a child to read it as the others follow along.

"Now look at the parts of sentences in the other row to find the ending that goes with 'Curt looked for his bike, but.' Look at the number beside it. Then hold up your card with the same number on it."

When the cards have been raised, ask a pupil to read the ending selected. Then have another child read aloud the beginning and the ending, as the others listen to be sure the parts go together to make a completed sentence that makes sense.

Work in the same manner with the other sentence beginnings and endings.

Verb Forms

To reinforce correct usage of the irregular past tenses *blew*, *found*, *knew*, *held*, and *forgot*, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.

"In the story, 'Thunder Won't Hurt You,' what did Grandpa blow into the paper bag?"

"Did you ever blow into something? When did you blow up a balloon? What else did you blow up or blow into?"

"What did the wind blow today? What did the wind blow this week?"

"What did you find today? Where did you find it?"

"What did someone in your family find?"

"After thinking about his problem for a while, the crow knew how to get the water from the pitcher. How did you know how to get the water from the drinking fountain?"

"How did you know the way to school today?"

"How did you know where to go at recess time?"

"How did you know where to buy some ice cream?"

"What did you hold in your hand just now?"

"What did you hold in your hand when you were eating breakfast?"

"What did you forget to do today? What did you forget to do yesterday?"

Print the exercise below on the chalkboard. Have the pupils read each sentence aloud, selecting the correct verb form for the blank space. Print the word in the blank space, or let a child do so, and have the entire sentence read again.

Recognizing,
identifying, and
using irregular
past tenses
blew, *found*, *knew*,
held, and *forgot*

saw seen

1. The crow _____ the pitcher by a tree.
2. The crow _____ some stones near the pitcher.
3. Curt and Jan _____ the football game.
4. Curt and Jan had never _____ such a good game before.
5. Pat had _____ the game too.
6. Tommy has never _____ a football game.
7. Mommy and Daddy _____ the new boat.
8. Mr. Mugs _____ the frog in the woods.
9. Mr. Mugs and Peanuts have _____ frogs many times.

After the pupils have completed the exercise, have them take turns composing their own sentences containing the verbs *saw* and *seen*.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Printing letters in reduced size

Choosing and printing an ending to a fable

Materials Needed

Lined sheets of paper
Personal Journal notebooks

Developing Readiness for Creative Writing

Recall the characteristics of a fable and develop a chart similar to the following.

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

Fables			
1. Animals behave like people.			
2. Fables teach a lesson.			
3. Fables are very short stories.			
Animals for Fables			
fox	crow	bear	goose
hen	duck	squirrel	turtle
Lessons			
1. Keep trying.			
2. Don't give up easily.			
3. Don't be greedy.			
4. It's best to be honest.			

Personal
Writing

Let the children write fables of their own. When they have finished, have them read their fables to the group and ask the listeners to guess the lesson being taught.
Allow time for children to write entries in their Personal Journals.

Personal
Journal

Printing and Directed Writing

Printing
reduced
b, B, p, P,
s, S

Completing
a fable

Have the children practice the printing of *b, B, p, P, s, S*, in reduced size.
The children should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between every other pair of ruled lines. (See the *Spirit Duplication Masters/Self-Help Activities* for an example.)
Print the following on the board.

Little Rabbit never did as
he was told. One day he saw
some carrots growing on the other
side of a fence. He tried

Remind children, if necessary, of the characteristics of a fable. Discuss orally how the fable on the board might end. Then have the children copy the fable beginning on their sheets of lined paper and complete it in their own words.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**
See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

- Recognizing and identifying words containing *o*, *ow*, *ou*, *oo*
- Recognizing and identifying words formed on graphemic base *unk*
- Recognizing and identifying spelling words

Spin and Spell

Objective

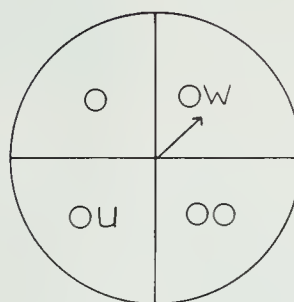
Recognizing and identifying words containing *o*, *ow*, *ou*, *oo*

Number of Players

Two or more

Materials Needed

- One "Spin and Spell" board with spinner
- One laminated word sheet for each player



Spin and Spell	
n	_____
b	_____ t
t	_____ p
c/	_____ d
f	_____ d
h	_____ k

Procedure

Each player takes turns to use the spinner to select a letter or letters. He or she then uses the letter or letters to make a word on the word sheet. A player who cannot make a word loses his or her turn. The first player to complete a word card wins.

Spin to Win

Objective

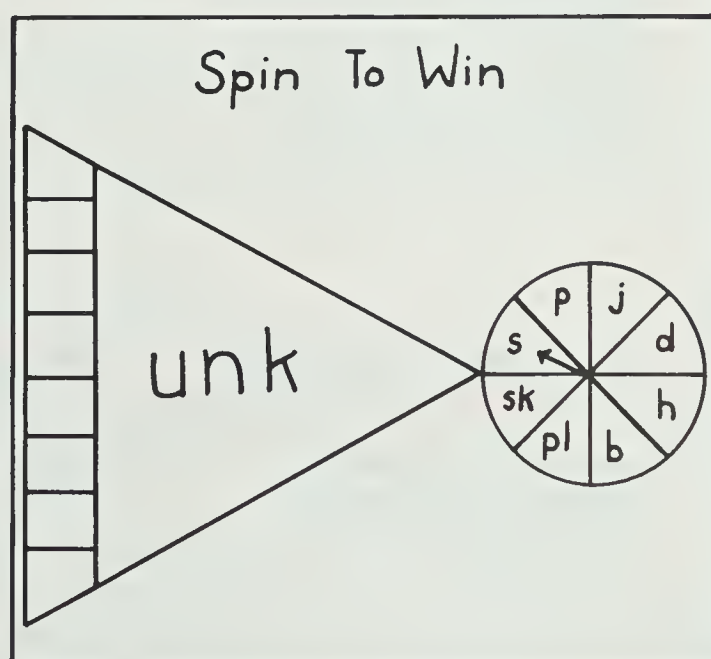
Recognizing and identifying words formed on graphemic base *unk*

Number of Players

Two

Materials Needed

- One "Spin to Win" board
- One set of cards marked *b*, *h*, *d*, *j*, *p*, *s*, *sk*, *pl* for each player (different colors for each set)
- Two dice



Procedure

Each player takes turns to roll the dice. If the player rolls a total of 4, 8, or 12, he or she uses the spinner to select a letter or letters. The player then takes the corresponding card from his or her set and places it on the board to make a word with the base *unk*. When all the spaces on the board have been filled, the cards are counted. The player with the highest number of cards on the board is the winner.

Decoding
Skills:
Phonemic
Analysis

Decoding
Skills:
Structural
Analysis

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Making up stories
Listening to story
Recalling details; verifying answers
Identifying jungle animals
Classifying
Making judgments
Drawing inferences
Listening to repeat a sentence

INTEGRATIVE OPTIONS

Drama — miming the story; miming to music
Music — listening to and interpreting music
Environmental Studies: Science — going on a field trip to the zoo
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing consonant clusters *sl, sp, st, sm, sw, sn*
*Recognizing and identifying phoneme-grapheme correspondences */sk/sk, /sk/sc*
Recognizing and identifying suffixes *er* of agent, *er* of comparison, *est, ly, y*
*Recognizing and identifying suffix *ful*
*Recognizing and identifying words using graphemic bases *eed, eek*
Spelling words using graphemic bases
Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying variation in sentence patterns
Recognizing and identifying compound sentence patterns using connectives *and, but*
Recognizing and identifying sequence words
Developing awareness of similes
Recognizing and identifying uses of capitalization
Recognizing and identifying use of commas; punctuating sentences
Recognizing, identifying, using present tenses *is, are, has, have*

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Printing letters in reduced size
Answering questions to write a story

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words containing consonant clusters
Recognizing and identifying verb endings *ed, ing*

Literary Appreciation**

Drawing inferences about story situation
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to story
Listening to repeat a sentence
Listening to identify phoneme-grapheme correspondences */sk/sk, /sk/sc*

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating
Making up stories
Formulating questions
Listening to story
Recalling details; verifying answers
Identifying jungle animals
Classifying
Making judgments
Drawing inferences
Listening to repeat a sentence

Developing Pupil Inquiry

*Using the table
of contents*

Speculating

*Making up
stories*

*Formulating
questions*

Have the children turn to the table of contents and find the title of the next selection. If one of the children can read the title have him or her do so, if not, read it for the group. Encourage the children to speculate as to what the story may be about. You may even wish to have the children make up their own stories based on the title and share these with the group.

Ask the children if they have any questions they wish to ask about the story.

Ask the pupils on what page the story begins and have them turn to Page 36. Let the children look at the illustrations in the story and briefly comment on the happenings depicted in them.

Record any further questions the pupils wish to pose at this time. Below are examples of questions the children may pose after reading the title and looking at the illustrations.

Why is there a parade in the jungle?

Who is in the parade?

Is the lion the leader of the parade?

“Now listen as I read the story to see if you can find the answers to your questions.”

Developing Pupil Response

*Listening to
story*

Read the story to the children giving a dramatic interpretation, as they follow along in the text. (Do not read page 43 at this time.)

*Recalling details;
verifying answers*

Have the children answer the questions they set earlier. They should verify their answers by referring to the appropriate lines in the story.

Synthesizing

Recalling details

1. “Why is the lion the leader of the Parade?”

2. “Make a list of all the animals who were in the big, big parade.”

3. “Which of the animals in the story would you really find in the jungle? Which would you not find in a real jungle?”

*Identifying
jungle animals*

Developing Comprehension, Research, and Listening Skills

Classifying

Critical Comprehension. Point out to the children that there are many descriptive words in this story — words that help us picture in our minds what the various animals look like, how they move, and what they sound like. Print the following headings on the chalkboard: Lions, Hens and Roosters, Tortoises, Elephants, Kangaroos, Donkeys, Swan. Then print these words and phrases, and ask the children to decide to which animal they belong. Have different pupils record the phrases under the correct heading on the chalkboard.

a loud, loud roar
as tall as the trees
heehaw!

proud
wave their long trunks
brings peace and calm

long swaying tails
white-gray-brown
wise
kick up their feet
glides
rushing by

cluttering and clucking
slowly creep
hops and jumps
long tusks shine in the sunlight
with their houses on their backs
hop right over

*Making
judgments*

Critical Comprehension. Duplicate and distribute copies of the following activity. The children are to read each sentence, decide whether it is always true, sometimes true, or never true, and draw a line under the answer of their choice.

1. Tigers live in the zoo.
always sometimes never
2. Horses have longer necks than giraffes.
always sometimes never
3. There are jungles in Canada.
always sometimes never
4. A tortoise moves very slowly.
always sometimes never
5. Full grown elephants are very big.
always sometimes never
6. In a jungle there are many trees.
always sometimes never
7. A chicken is a jungle animal.
always sometimes never
8. A kangaroo moves by hopping and jumping.
always sometimes never

*Drawing
inferences*

Creative Comprehension. Duplicate and distribute copies of the following activity. Ask the children to read each description and print the name of the animal described on the line.

Who Am I?

I creep along slowly
but I get where I want
to go.
My house is always
on my back.
Who am I? _____

I am white or gray or
brown.
I kick up my feet.
I say, "Hee haw!"
Who am I? _____

I am very beautiful.
I have white feathers
and a long neck.
I glide on the water.
Who am I? _____

People call me "King of
the Jungle."
I have a proud head, thick
mane, and a long, swaying tail.
I roar a loud roar.
Who am I? _____

I am very, very big.
I wave my long trunk back
and forth as I walk.
Trees shake as I walk.
Who am I? _____

I clutter and cluck.
I rush here and there,
pecking at grain.
You see me on a farm.
Who am I? _____

*Listening to
repeat a
sentence*

Listening. Play a circle listening game with the group. Begin the game by saying, "In the animal parade I saw a lion." The child beside you must repeat the sentence and add an animal onto the end. The next child must repeat the sentence and add on another animal. Continue in this manner around the circle.

Other sentences you could use to start the game are

"In a tree I saw a parrot . . .
On the farm I saw a cow . . .
In the water I saw a minnow . . ."

INTEGRATIVE OPTIONS

Drama

Miming the Story. Have the children play out the story by simply moving about. Such miming sessions should include the whole group, letting each child experience “becoming” the different characters before individual interpretations are made.

You might proceed in the following manner:

“You are King Lion’s family. You are proud lions with long swaying tails. How would you move?

Now you are King Lion, the strongest of them all.

Now you are the old lion, very slow.”

Now read page 37, letting the children mime the movements of the animals as you read.

“Now be the hens and roosters rushing by.

Be the tortoises slowly creeping, with their houses on their backs. Snuggle up inside your home.

Be the animals pushing and shoving, trying to get a better look.

Now you are the elephant family. Make yourself as tall as an elephant. Wave your trunk back and forth.”

Read Pages 38 and 39, letting the children go through the actions as they read.

“Now you are the kangaroos, hopping and jumping.

Be a rabbit looking surprised.

Now you are a donkey kicking up your feet.

Be the hushed animals in the jungle, admiring the swan.

Now glide like the swan over the lake. Come to rest on the water.”

Read pages 40 and 41, letting the children mime the actions of the animals.

Now reread the story from the very beginning, allowing the children to mime the movements of the animals.

Musical instruments, such as drums, cymbals, or bells could be used to set the beat or the rhythm of the movement.

Miming to Music. Read page 43 to the group. Let the children listen to the music to decide where the different animals come in. Then let them mime the story to the music.

Let the children listen to the music again to see what other animals or completely different story they hear in it. Have the children talk about their ideas. Further mime may result from the children’s ideas.

Music

Listening to and Interpreting Music. The children would enjoy hearing some other musical interpretation records such as *Of a Tailor and a Bear*, *The Nutcracker Suite*, “Berceuse,” from Stravinski’s *Firebird Suite*, Brahms’s *Lullaby*, or *Ballet of the Sylphs* by Berlioz. They may want to write stories, paint pictures, or interpret the music through creative movement or mime as a result of hearing these records. Any record can be used to motivate story-writing, providing the music is imaginative and has no words. The mood of the music should be discussed as well as the story the music might be telling.

Environmental Studies: Science

Going on a Field Trip. If possible, take the children to a zoo where they can observe some or all of the animals in the story.

Before the trip, have the children set questions about the zoo and the animals that they would like to answer. These would form the basis of the observations the children make and the notes they take during the trip.

You may wish to have the children take pictures of the animals at the zoo. They could also take along a tape recorder and then record the animal sounds.

When you get back to the classroom, have the children discuss the questions they set before the trip. They may wish to make a record of the trip in the form of a chart, a booklet, or pictures. They could make a bulletin board display with stories and pictures or photographs of animals.

Have the children recall as many of the animals as they can. List the names on the chalkboard as the children name them. Have the children do research to find out where each animal originally came from. Help the children locate the land of origin of each animal on a map.

Book Center

Story Books

Lippman, Peter. *Animals! Animals!* Golden Books.

A charming way to find out all about animals and how they eat, sleep, dress, bathe, fight, and play.

Wildsmith, Brian. *Python's Party*. Franklin Watts.

Python invites the animals of the jungle to his party—in hopes of eating them all!

Films

Films

Zoo Animals of Our Story Books. 10 mins. Coronet 723.

Things To Do When You Visit The Zoo. 15 mins. Marlin.

Animals of Africa. Coronet 3751.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using synonyms

Recognizing and identifying new words, using definition clues

Recognizing the consonant clusters *sl, sp, st, sm, sw, sn*

*Recognizing and identifying the phoneme-grapheme correspondence /sk/**sk**

Recognizing and identifying phoneme-grapheme correspondences to print consonant clusters

*Recognizing and identifying the phoneme-grapheme correspondence /sk/**sc**

Recognizing and identifying suffixes *er* of agent, *er* of comparison, *est, ly, y*

*Recognizing and identifying suffix *ful*

Recognizing and identifying words, using *sk* and *sc* and graphemic bases

*Recognizing and identifying words, using graphemic bases *eed, eek*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

A set of cards numbered 1-10 for each pupil

A set of cards numbered 1-12 for each pupil

Lines on the board for chalkboard dictation

Sheets of paper lined for printing

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *parade, jungle, King Lion, begin, celebrate, feast, proud, listen, chattering, roosters, creatures, join, tusks, trunks, belong, heehaw, whole, swan, princess, silently, brings*

Decodable Words: *too-too-toot, clucking, creep, wise, sleepy, glides, peace*

Enrichment Words: *family, flock, snuggle, forth, believe, manners, calm, wonderful*

Print the following words on the board:

Recognizing
and
identifying
new
words,
using
synonyms

jungle
begin
feast
listen
chattering
creatures

Point to each word and say it to the children. Have them repeat the list with you a second time.

To check understanding of the meanings of these and other vocabulary words, print the following on the board to look like this:

_____	jungle	1. talking
_____	begin	2. little
_____	sounds	3. forest
_____	feast	4. hear
_____	listen	5. meal
_____	chattering	6. rush
_____	roosters	7. animals
_____	creatures	8. chickens
_____	hurry	9. start
_____	tiny	10. noises

Give each pupil a set of cards numbered 1-10. Point to the first word in the left-hand column, *jungle*. Ask the pupils to find, in the right-hand column, a word that means the same, or almost the same, as *jungle*. When they find it, they are to note the number beside it and hold up the card with that number on it. When the cards have gone up, ask a pupil to read the word beside the number selected, to make sure it means the same, or almost the same, as *jungle*. When the children approve the choice, print the number of the synonym on the line beside *jungle*.

Continue in the same manner with the other words.

Now, print these words on the board:

Recognizing
and
identifying
new words,
using
definition
clues

1. parade
2. King Lion
3. proud
4. join
5. belongs
6. heehaw
7. whole
8. princess
9. bring
10. celebrate
11. trunk
12. silently

Point to each word and say it to the group. Have them repeat the words with you a second time.

To help the children understand meanings for the words, give each child a set of cards numbered 1-12 and present the oral definition clues given below. Since with some groups it may be necessary to do this exercise in two parts, the clues for words 1-6 are given first and the clues for words 7-12 next.

This is the sound a donkey makes.

This a fierce wild animal that is often called "the king of the beasts."

This is the way you feel when you have done something well.

You see Santa Claus in this before Christmas.

When something is yours it _____ to you.

This word can mean "come or get together with others," "to take part in something with others," or "to become a member of some group or club."

She is the sister of a prince.

This is an elephant's long nose.

This means "complete" or "entire," and sounds like something you dig.

This means "quietly."

This means "make a big fuss for some special day or happening."

This means "fetch; carry something to some place."

It is the opposite of *take away* and rhymes with sing.

Read the first clue to the children. Ask them to find the word it tells about, notice the number beside the word, and hold up the card with that number on it. When a word has been decided upon, read the clue again as the pupils listen to be sure their choice is correct. Then put a check mark beside the word.

Continue in the same way with the other clues.

Phonemic Analysis

Recognizing
and identifying
consonant
clusters
sl, sp, st, sm,
sw, sn

Review consonant clusters *sl, sp, st, sm, sw, and sn* by printing the following words on the board.

slow sport stay smack swell snow

Have a pupil read each word out aloud. As each is read, underline the consonant cluster in color.

Say the following words to the pupils: *sky, skate, skip, skim*. Have them listen for and identify the initial sounds they hear in each word.

Read sentences such as these and have the pupils clap every time they hear a word beginning like *sky*.

We will skate on the pond.
How long can you skip?
I skidded all along the walk.
They skimmed over the snow on skis.

Now, have the children listen as you say these words: *tusk, bask, husk*. Have them identify what sounds they hear at the end of each word.

Read sentences like these and have the pupils clap every time they hear a word ending like *tusk*.

Ask Mommy where the whisk is.
I found a corn husk.
How do you bask in the sun?

Have the children say words like *sky* and *tusk*. Check that they are pronouncing them correctly.

Print the following words on the board:

sky	tusk
skip	ask
skate	risk
skim	task
skill	mask

Point to each word and say it to the group. Have them repeat the words a second time with you.

Call to the children's attention the positions of the *sk* in the words: in the left column, it is initial; in the right column, it is final.

Elicit more words like these from the children and print them on the board. If words containing *sc* are suggested, print them in a separate column and tell the pupils we will talk about these words later. Leave these words on the board, to be referred to when *sc* is presented.

Prepare the lined chalkboard and lined sheets of paper for dictation. In response to the dictated words, the children print the consonant cluster that stands for the sounds heard at the beginning or the end of each word.

These sentences could be used to present the words:

Group 1

How long is an elephant's tusk — tusk?
Please stop the car — stop.
I skated all day long — skated.
Here comes Sniggy the snail — snail.

Recognizing
and identifying
correspondence
/sk/sk

Taking
chalkboard
dictation;
listening
and
printing

Group 2

Can you skim a stone on the water — skim?
No, but I can speed along the road — speed.
When will it be dusk — dusk?
The small fawn stood up in the forest — small.

Group 3

That cake is very sweet — sweet.
Our car skidded in the snow — skidded.
What is a husk of corn — husk?
Boy, are you slow — slow!

Group 4

That space is too large — space.
Hold still while I frisk you — frisk.
I can skip three hundred jumps — skip.
Why are you snooping around here — snooping?

Recognizing
and
identifying
correspondence
/sk/sc

Say words like *scare*, *scab* to the pupils. Have them identify the initial sounds heard. Have the pupils say words like *scare*. Check for correct pronunciation at this time.
Print these words on the board:

scare scar scab scold scout scum

Point to each word and say it to the pupils. Have the children note that the *sc* cluster represents the same sound as the initial *sk* cluster, and we just have to remember which letters stand for the sound at the beginning of a word. At the end of a word, however, the sound is nearly always represented by *sk*.

Structural Analysis

Recognizing
and identifying
er (agent), er
(comparison),
est, ly, y

To review the various suffixes presented so far, put the following exercise on the board:

He is a football play____.
My dog is tall____ than your dog.
It is very rain____ today.
This is the long____ parade I've ever seen.
She is very love____.
Here comes the paint____.

Have children read the sentences that tell what should be done to make the underlined words end properly. After the group has agreed on their decision, print the finished ending onto the blank.

Follow until everyone has had at least one chance to read a sentence.

Now, print these words on the board:

care ful

Have a pupil read the pair to the group and tell what has been done to the second word. They should recognize that *ful* was added to make a new word.

Introduce the new suffix *ful* by printing the following on the board.

care + ful = careful
hand + ful = handful

Elicit other words with this suffix from the children.

Read these words in context to the pupils.

Be careful not to fall.
He gave me a handful of peanuts.

Recognizing
and
identifying
ful

Lead the pupils to see that the suffix *ful* gives the meaning “full of” or “showing.” *Handful* means “a hand full” and *careful* means “showing care.”

Remind the pupils that words can be formed by adding *sk* and *sc* to the beginning of graphemic bases. Print the following pairs of words on the board:

Recognizing
and identifying
words
using *sk* and *sc*
and graphemic
bases

did	will	him	in	tip	my	bunk
skid	skill	skim	skin	skip	sky	skunk
whale	an	Pat	not	shoot	far	more
scale	scan	scat	Scot	scoot	scar	score

Have each pair of words read and the graphemic bases identified.

To present the graphemic bases *eed* and *eek*, print the columns of words below on the board. Working with each column in turn, have the words read and the part that is the same in all the words identified. Ask volunteers to use some of the words in sentences.

Recognizing
and identifying
words, using
graphemic
bases
eed, *eek*

need	week
bleed	cheek
breed	creek
deed	Greek
feed	
greed	meek
heed	peek
reed	
seed	seek
speed	sleek
tweed	
weed	

Place the following key words on the board and have them read: *each*, *week*, *line*, *need*, *am*.

Print the following sentences on the board:

Reading
words in context
formed on
graphemic bases

We're going to the beach for two weeks.
Daddy was fined for speeding.
You did a good deed.
Let's fish in the creek.
Please feed your brother.
You've got jam on your cheek.
I help put in the seeds and pull up the weeds.

Point to the sentences in random order and select pupils to read them. Check for correct pronunciation at this time. If a child stumbles over a word, refer him or her to the key word involved.

Spelling

Distribute sheets of paper lined for printing. In response to the dictated words, the pupils are to print the letters that stand for the initial sounds and add base *eed* or base *eek* to form the words. These sentences may be used to present the words:

Spelling
words
formed on
bases *eed*,
eek

We'll feed the birds — feed.
What is the speed limit — speed?
I'll be there in a week — week.
What deed did I do — deed?

Now, ask the pupils to print *need* on their papers, then print the following words as you indicate the initial letter or letters each time.

need bleed breed greed heed seed steed tweed weed

Have the pupils print *week* and follow the same procedure to print the words.

week cheek creek Greek peek seek sleek

Spelling
useful
words:
begin, belong

Print these words on the board:

begin belong

Have the children read them out loud. Discuss what each word means and how it is used. Now, erase the words and dictate them, using these sentences:

We shall begin at number one — begin.

I belong to the Brownies — belong.

Have the children enter the words in the list of useful words in the spelling notebooks.

Print the spelling words on the board:

parade jungle

Allow the pupils to study them for a few seconds, then copy them five times on their worksheets, checking each time to be sure the letters are all in the right order. Have the words entered in the spelling notebooks.

Now, erase the words from the board, and have the pupils print the following words as you dictate them in sentences similar to the following:

The Santa Claus parade is in November — parade.

I'd like to visit the jungle — jungle.

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Encourage the pupils to review their difficult words frequently.

Spelling
words:
parade,
jungle

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying variation in sentence patterns

Recognizing and identifying compound sentence patterns using the connectives *and* and *but*

Recognizing and identifying words denoting sequence of events

Developing awareness of similes

Recognizing and identifying uses of capitalization

Recognizing and identifying use of commas; punctuating sentences

Recognizing, identifying, and using present tenses *is*, *are*, *has*, and *have*

Materials Needed

The readers

Chart paper

Lined paper for each child in the group

Sentence Awareness

Print the following sentences on the chalkboard and ask individual pupils to read them aloud as the others follow along.

First comes King Lion's family.

King Lion's family comes first.

Elicit from the children that both sentences contain the same words but that the words *first comes* appear in a different place and in a different order in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to each of the following sentences in the story in turn. Have the pupils read the sentences aloud and then formulate new ones by rearranging the words. Print the new sentences on the chalkboard as they are given by the children. Ask pupils to read the new

Recognizing and
identifying
variation in
sentence patterns

sentences aloud, while the others follow along to be sure they have the same meaning as the originals and make sense. Have the pupils compare each pair of sentences to see whether all the words from the reader sentences have been included in the new sentences.

Page 37 — After him comes one old lion.

Page 38 — They snuggle up inside their homes when it rains in the green, green jungle.

Page 39 — As they pass they wave their long trunks back and forth.

Page 40 — Some are white, and some are brown.

Page 41 — “Look down by the lake,” someone whispers.

The whole jungle is suddenly hushed.

Slowly and silently she glides over the lake.

Page 42 — Soon the parade will be over.

Recognizing and
identifying
compound sentence
patterns using the
connectives
and and but

Print the following exercise on the chalkboard and have the children read silently each pair of sentences and the joining word that follows.

1. He is very old. He is very slow. *and* (P. 37)
2. Now everyone is pushing. Now everyone is making loud chattering noises. *and* (P. 39)
3. They are as tall as the trees. Their long tusks shine in the sunlight
 and (P. 39)
4. Some are white. Some are brown. *and* (P. 40)
5. Slowly she glides over the lake. Silently she glides over the lake
 and (P. 41)
6. She brings peace to the whole jungle. She brings calm to the whole jungle. *and* (P. 41)
7. He is very old and very slow. He can still roar a loud, loud roar.
 but (P. 37)
8. They tried to play cards. It was hard to see the cards by candle-light.
 but (P. 14)

Have the pupils join each pair of sentences into one sentence with the use of the joining word indicated. Give whatever guidance is necessary to have them form the compound sentences. Print the newly-formed sentences on the chalkboard as they are given by the children and then have the group note what changes in punctuation, capitalization, and wording occurred.

After the pupils have finished the exercise, have them find and read the sentences they developed in the reader story. Page numbers are indicated above in parentheses.

Direct the pupils to turn to page 36 of the story and read the first paragraph.

“What things did you just read about?”

“All the animals are waiting for the parade to begin. The animals will celebrate with a great feast. Which will happen first? Which will happen second?”

“What word tells you that the animals will have a feast *after* the parade — that they will have the feast second?” (Then)

“Now read page 37. What animals are at the very beginning of the parade? What word tells you this?” (First)

“What animal comes next? What word tells you that the old lion is next in the parade?” (After)

“Let’s turn to page 39 and read the second paragraph. This part of the story tells us that the elephants pass by and that the elephants wave their trunks back and forth. What word tells us that these two things happen at the same time?” (As)

“Now let’s turn to page 42 and read the first sentence. Is the parade over yet? What word tells you that it will only be a short time before the parade is over?” (Soon)

Have the pupils turn to page 39 in their texts and read the second paragraph.

“How tall are the elephants you just read about?”

“What else might the elephants be as tall as?”

Refer to the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences.

The elephants are as big as _____ .

The elephants are as _____ as _____ .

Recognizing and
identifying words
denoting sequence

Developing
awareness
of similes

The lions are as strong as _____ .
 The lions are as _____ as _____ .
 The tortoises are as _____ as _____ .
 The hens and roosters are as _____ as _____ .
 The donkeys are as _____ as _____ .
 The kangaroos are as _____ as _____ .
 The swan is as _____ as _____ .

*Recognizing and
identifying
uses of
capitalization*

Ask the pupils to turn again to page 36 in their readers and have them locate capitalized words. Elicit that capitalization occurs in the words that make up the title of the story; at the beginning of each sentence; and at the beginning of the name, King Lion.

With the group, develop a summary chart on the chalkboard or on chart paper of the uses of capitalization that the pupils have learned. Let the children look in story and reference books and on charts and posters in the room to help them remember various uses. The finished chart may be somewhat as follows:

Capital Letters

Names of people
 Names of places
 Names of pets
 Names of days of the week
 Names of months
 Names of special days — Mother's Day
 Names of streets
 At the beginning of a sentence
 For important words in a title
 For special words — TV, I

When the chart has been made, read it with the pupils one or more times. Keep the list on the chalkboard or display the chart so that the children can refer to it during their writing activities. If you have recently developed a similar chart, this activity may be used as a review lesson.

Punctuation and Graphics

*Recognizing and
identifying
use of commas;
punctuating
sentences*

Have the children turn to page 42 and read the second sentence silently. Direct attention to the commas and ask one or more pupils to read the sentence aloud as the punctuation indicates. Briefly discuss the reason for the use of commas in this particular sentence.

Refer to the following sentences on the chalkboard. Have individual pupils read each sentence aloud as the others follow along silently. Ask the children where they think the commas should be placed, and establish the correct punctuation co-operatively. Have volunteers take turns printing the commas in each sentence and reading the completed sentence aloud.

1. The lions the roosters the tortoises the kangaroos and the rabbits are in the parade.
2. The big zoo has lions tigers giraffes elephants and monkeys.
3. Clowns bears balloons and whales are in the parade.
4. Curt got balloons a toy train gum and candies at the shopping center.
5. The crow saw a pitcher some stones and a big tree in the woods.

*Recognizing,
identifying, and
using present
tenses is, are,
has, and have*

Print the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to name the word that correctly completes the sentence. Then print the word in the blank space, or let a child do so, and have the entire sentence read again.

1. Many animals _____ in the parade. are is
2. Some birds _____ in the parade too. are is
3. The slowest animal _____ the tortoise. are is
4. There _____ one giraffe in the woods. is are
5. Here _____ three kangaroos. is are
6. Here _____ a brown rabbit. are is

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing letters in reduced size
Answering questions to write a story

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

Have the children look back at the reader selection and select words and phrases that described the animals. Develop a chart similar to the following.

<u>Animals</u>
proud lions
chattering and clucking
wise old creatures
long tusks shine in the moonlight
sleepy tortoises
silly donkeys
long, swaying tails

*Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart*

The children might like to write poems about some of the jungle animals. Remind them that they can write a poem by using a word to name their subject in the first line, a word to describe what the subject does in the second line, and a word to describe how the action is done in the third line. For example:

Tortoise
creeps
slowly

Lion
marches
proudly

*Personal
Writing*

Printing and Directed Writing

Have the children practice the printing of *f, F, h, H, g, G, j, J* in reduced size.

The children should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between every other pair of ruled lines. (See the *Spirit Duplication Masters/Self-Help Activities* for an example.)

To develop the skill of writing stories, print the following on the board.

Who were the first animals in the parade?
Who else followed?
How did the parade end?

Discuss each question with the children and have them agree on an answer. (Possible answers: The first animals in the parade were King Lion's family. They were followed by hens and roosters, tortoises, elephants, kangaroos, donkeys, and the swan princess. All the creatures had a great feast to celebrate the wonderful parade in the green, green jungle.) Print their answers on the board in story form and then have them copy the story on their sheets of lined paper.

*Printing
reduced
f, F, h, H,
g, G, j, J*

*Answering
questions
to write
a story*

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words containing consonant clusters

Recognizing and identifying verb endings *ed* and *ing*

Spell-It Snake

Objective

Recognizing and identifying words containing consonant clusters

Number of Players

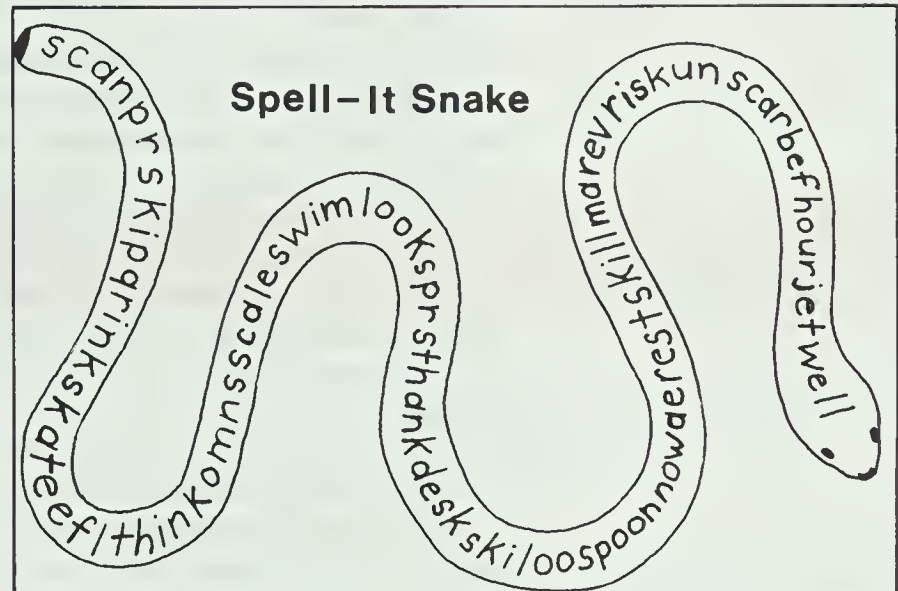
One

Materials Needed

One "Spell-It Snake" board (laminated)

Procedure

The player attempts to find and circle as many words as possible. He or she may also list the words found on a separate piece of paper.



Animal Pairs

Objective

Recognizing and identifying verb endings *ed* and *ing*

Number of Players

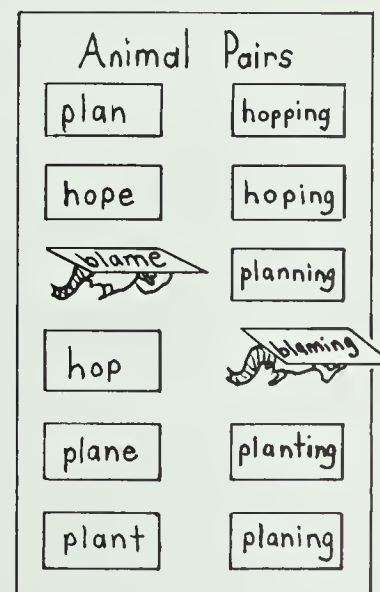
One

Materials Needed

One "Animal Pairs" board

Procedure

The player looks at each word in the left-hand column and matches it to the correct word in the right-hand column. He or she then checks the pictures under each word flap. If the pictures are identical, the choice is correct.



Decoding
Skills:
Phonemic
Analysis

Decoding
Skills:
Structural
Analysis

Objectives

Using the table of contents
Listening to story
Identifying problem
Speculating
Making judgments
Valuing
Inferring feelings

What Will David Do?

This is an incomplete story intended to promote open-ended discussion. In reading the text on page 44, the children will interpret the situation in terms of their own background. As a group the children will look at the situation from all sides and judge it in terms of their own values. Each child has a different critical conscience and thus the course of action suggested will be highly individual.

This selection is intended for discussion. The ending to the story may be oral or written as the children prefer.

Read the selection for the children as they follow along in the book.

Then ask, "What is the problem in the story?" Have the children state the problem in their own words to be sure that they understand the situation clearly.

The following kinds of questions will stimulate discussion.

1. "What do you think the boys' parents would do if they found out the boys had lied to Marcie? What would be a fair punishment for them?"
2. "David has a choice of making his parents or his brother angry at him. Which would you rather have angry at you if you were David?"
3. "Should David tell Marcie to call his parents at the dance and ask them about the horror movie?"
4. "Could David pretend that he has forgotten what his mother said and hope that his parents wouldn't find out about the movie? Why or why not?"
5. "How do you think Marcie would feel if the boys lie to her? What will she do? Do you think she will want to babysit them again? Why or why not?"

These tongue twisters are just for fun, although they have an added benefit of focussing attention on enunciation.

Ask if anyone knows what a tongue twister is. If the children do know, suggest that they listen to enjoy the tongue twisters; if not, have them listen to see if they can discover what a tongue twister is.

Read the twisters to the children. Then read them again as they follow in their books. Let each child try to read a line.

Discuss with the children what makes a tongue twister. From the examples in the reader, they will note that a succession of words beginning with the same sound is characteristic of the tongue twister, as is a number of words all similar in sound.

Let the children recite other tongue twisters they know. Encourage them to have fun making up their own tongue twisters and read them to the group. Start them off with such phrases as "Billy Buzz Buzz," "Creepy crawlers," "Bugs Bunny," and so on.

"How many times can you say 'rubber baby buggy bumpers' quickly? or 'How much wood would a woodchuck chuck, if a woodchuck could chuck wood?'"

"And try this one: Percy Pig is plump and pink. I like a plump, pink pig, I think."

Explain to the children that the poems they are going to read next are written by children of their own age. Have them turn to page 46 and discuss the illustrations.

Leaves

Have the first poem read. This is poetry because the poet thinks of the leaf as being something else. "What does the poet compare a leaf to in this poem? Why do you think she does this?"

"Try writing a poem like this one."

Water in Spring

Let a child read the second poem to the group. Discuss why this is poetry. "What makes this a poem?" If the children cannot distinguish the fact that the water speaks as if it were a person, ask them, "Who is speaking in the third line?"

"What words does the poet use to describe the sound the water makes?"

"Try writing a poem like this."

COMPREHENSION

Using the table of contents
 Recalling versions of story
 Formulating questions; speculating
 Observing picture details
 Inferring feelings; drawing inferences
 Recalling details; verifying answers
 Identifying the problem
 Making a summary
 Evaluating story and its ending
 Discussing fairy tales; developing awareness of characteristics
 Recognizing, identifying, producing sequence
 Recognizing cause-and-effect relationships
 Discriminating between real and make-believe

INTEGRATIVE OPTIONS

Drama — acting out the story
 Visual Arts — painting a part of the story
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Recognizing consonant clusters *sk, sc*
 *Recognizing and identifying phoneme-grapheme correspondences /str/str, /skr/scr
 Recognizing initial, medial, final sounds in words
 Recognizing and identifying suffix *ful*
 *Recognizing and identifying words using graphemic bases *ee/, eep*
 Spelling words using graphemic bases
 Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying tag phrases and direct speech; noting quotation marks
 Recognizing and identifying complex sentence patterns using connectives *if, because*
 Recognizing and identifying command sentences, exclamatory sentences and phrases
 Punctuating sentences: periods, commas, question marks, quotation marks, exclamation points
 Recognizing, identifying, using irregular past tenses *was, were*
 Recognizing and identifying use of adverbs
 Producing alphabetic sequence: words

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
 Applying comprehension, decoding, language, printing skills to produce personal writing
 Printing letters in reduced size
 Writing a story ending

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/ Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /sp/sp, /st/st, /sk/sk, /sk/sc, /str/str, /skr/scr
 Recognizing graphemic bases

Literary Appreciation**

Relating picture and story
 Drawing inferences about story characters' feelings; about story situation
 Identifying the problem
 Comparing stories
 Discussing fairy tales
 Valuing
 Developing awareness of characteristics of fairy tales
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to identify phoneme-grapheme correspondences /str/str, /skr/scr

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Recalling different versions of the story
Formulating questions
Observing picture details
Inferring feelings; drawing inferences
Recalling details; verifying answers
Reading with emphasis for meaning
Reading orally
Identifying the problem
Speculating
Recalling previous part of the story
Making a summary
Evaluating story and its ending
Comparing stories
Discussing fairy tales
Valuing
Developing awareness of characteristics of fairy tales
Recognizing, identifying, and producing sequence
Recognizing cause-and-effect relationships
Recalling story details
Discriminating between real and make-believe

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the next story. Ask if anyone can read it. If not, read the title for the group. Have the children note that the story is divided into two parts. Some children may have difficulty in saying the name *Rumplestiltskin*. Clap it in syllables to be sure they hear all the parts of the word and have them repeat it.

This is a familiar story which most of the children will probably have heard before and will now enjoy reading for themselves. Let them discuss the various versions of this story that they know.

Write this question on the chalkboard for the children to consider during their reading of the story: "How is this story like the story of *Rumplestiltskin* you have heard before?"

Ask the children on what page part one of the story begins. Have them turn to page 54, read the title, and look at the illustration on page 55. Let them discuss what is happening in the picture, "How do you think the girl in the picture is feeling? Why do you think so? Where do you think the girl is? Who do you think the man in the picture is?"

Have them turn the page and discuss the illustration briefly.

Ask the children if they have any questions they would like to have answered as they read the story. Record their questions under the questions you have already posed. Some examples of questions they might ask are

Why does the girl look so sad?

What is *Rumplestiltskin* saying to the girl?

What is *Rumplestiltskin* doing with the spinning wheel?

Developing Pupil Response

Some children will be able to read the entire story silently without further help. When they have finished reading, have them tell the answers they found in their own words and read the story lines that verify them.

Other children will need to read chapter by chapter or page by page, discussing pictures and content as they go along.

*Using the table
of contents*

*Pronouncing the
title*

*Recalling different
versions of the
story*

*Formulating
questions*

*Observing
picture details*

Inferring feelings

*Drawing
inferences*

*Formulating
questions*

*Reading
Recalling details;
verifying
answers*

Comparing
stories;
discussing
fairy tales

Reading
orally

When they have finished reading, let the children discuss their reactions to the story and its ending, "Did you like this story? Why or why not? Did you like the story ending? Why?"

In discussing this telling of Rumpelstiltskin, point out that fairy tales are told by many different people, in many different countries, and that different details occur in the various versions.

Have the children take turns reading orally the parts of the story they liked best.

Synthesizing

Valuing

1. "Do you think that the queen should have given the baby to the little man? Was it fair of her not to keep her promise? Was it fair for the little man to have asked her to make such a promise?"

2. "Did you feel sorry for Rumpelstiltskin at the end of the story? Why or why not?"

3. "What kind of story is Rumpelstiltskin — is it a fairy tale or a story about real happenings? How do you know? How is this story different from a story about real happenings like "A Stormy Night for Mr. Mugs"? Through comparing the two stories, the following points should come to light. In this way the characteristics of the fairy tale are developed.

1. It is imaginary, or make-believe.
2. It has magic in it or magical people or animals.
3. It has a palace (or castle) in it.
4. The number three is often important in the story.
5. There are kings, queens, princes, and princesses.
6. There is a happy ending.

Reacting to
story

Developing
awareness of
characteristics
of fairy tales

Developing Comprehension, Research, and Listening Skills

Recognizing,
identifying, and
producing
sequence

Literal Comprehension. Print the following groups of sentences on the chalkboard. Ask the pupils to read the three sentences in each group silently. Then call on a pupil to find and read aloud the sentence in the group that tells what happened first; another pupil can find and read the sentence that comes second, and so on.

(3) The king told the girl she must spin the straw into gold.

(2) The king asked the girl's father to bring her to the palace.

(1) The girl's father boasted that she could spin straw into gold.

(2) An odd little man stood in the window sill.

(1) The girl was sad because she could not spin straw into gold.

(3) The girl said she would give her first baby to the man if he would spin the straw into gold for her.

(3) The king made the girl his queen.

(2) The king was happy to see the gold.

(1) The odd little man spun all the straw into gold.

(1) The queen had a baby.

(2) The odd little man came back to take the baby.

(3) He said the queen must guess his name.

Literal Comprehension. Print the sentences below on the chalkboard, or duplicate and distribute this activity. Read each sentence with the children to see whether it is true or false. As each sentence is read and discussed, have a pupil come to the chalkboard to print F or T after the sentence.

1. The poor girl's father boasted that she could spin mud into gold. (F)

2. The king said he would cut off the girl's head if she did not spin the straw into gold. (T)

3. The girl quickly began to spin the straw to gold. (F)

4. A giant came into the room where the girl was sitting. (F)

5. The girl said she would give the man her first baby. (T)

6. The little man let the queen keep the baby because he was sorry for her. (F)

7. The queen asked others to look for odd names for the little man. (T)

8. In the end, the queen kept her baby and the little man ran away. (T)

Recalling story
details

Literal Comprehension. Print the sentence beginnings below on the chalkboard:

1. The poor girl had to come to the palace because _____
2. The poor girl was upset when she saw the room full of straw because _____
3. The little man helped the girl by spinning the straw into gold because _____
4. The king asked the girl to be his queen because _____
5. After the queen had her baby the little man came back because _____
6. The little man let the queen try to guess his name because _____
7. The queen guessed the little man's name the third day because _____
8. The little man ran away and was never heard of again because _____

Have the children orally complete each cause-and-effect statement in their own words. They may have to skim the text to find or verify some of their sentence completions.

Critical Comprehension. Print the sentences below on the chalkboard. Recall that the story of Rumpelstiltskin is mostly make-believe. Ask pupils to read each sentence and draw a line under it if it is about something that is make-believe.

1. Some people like to boast.
2. The odd little man could spin straw into gold.
3. No one could stop the little man from taking the baby.
4. An old man can live in a tiny house in the woods.
5. Our queen lives in a palace.
6. There is a brook fairy in every brook.
7. The odd little man could come through locked doors and windows.
8. A witch can ride on a broom and cast wicked spells.
9. A jet can go so fast it seems like magic.

INTEGRATIVE OPTIONS

Drama

Acting out the Story. Suggest that the children might like to be actors and have a play. In dramatizing a story of this length, it is sometimes necessary for you to help the children organize themselves for a play. Let the children do as much as they can, but be ready to suggest or direct where necessary.

Have the children discuss the scenes which would be necessary, and choose a caption for each scene. Ask several children to copy the captions on long pieces of cardboard.

Let the children list the characters in order of importance, and beside each character's name list the child who will play the part. Every child can have a role to play, since there can be any number of attendants for the king and queen. Shy children will benefit from such roles, which will give them a chance to participate without the ordeal of having to speak lines.

Give the players an opportunity to practice. Encourage them to use whatever dialogue they feel would add to their play. This dialogue may be taken directly from the story or may be made up by the children; probably some of each will be used. If the cast is large, appoint a child as director and help him decide where characters should sit or stand and how they should move about to prevent bunching or confusion and to ensure that the players *do* move about and don't remain frozen in one spot throughout each scene.

When the players are ready, the children who copied the scene captions may act as announcers. The first announcer should post his or her caption in a card holder and read it aloud. Then the actors will play that scene. The same procedure may be followed throughout the play.

If the children prefer a puppet show, much of the same planning as is described above will be needed. Instead of deciding which child is to play each role, it will be necessary to list the names of the children who will be responsible for making and manipulating the puppet characters.

Some children may like to make a paper box stage with changeable scenery for the puppet show.

Painting. Some children might like to be artists and paint or draw a favorite part of the story. A story such as this often produces sequential paintings which could be put together to make a TV show.

Have the children write captions for their pictures.

Book Center

McGovern, Ann. *Half a Kingdom*. Frederick Warne.

An appealing Icelandic folktale about a smart peasant girl which blends fantasy, suspense, and equality of the sexes, and social classes.

Van Woerkom, Dorothy. *The Queen Who Couldn't Make Gingerbread*. Alfred Knopf.

The King of Mulligatawny searches for a queen who can make perfect gingerbread and Callipoe wants a husband who can play slide trombone. The two resolve their differences.

Zemach, Harve and Margot. *Duffy and the Devil*. Farrar, Straus, & Giroux.

A humorous reworking of a Cornish entertainment based on the plot of "Rumplestiltskin."

Films

Rumplestiltskin. 10 mins. Coronet 415.

The Shoemaker and the Elves. 13 mins. Coronet 1498.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition, phonemic, structural, and rhyming clues

Recognizing consonant clusters *sk*, *sc*

*Recognizing and identifying the phoneme-grapheme correspondences /str/**str**, /skr/**scr**

Recognizing initial, medial, and final sounds in words

Recognizing and identifying suffix *ful*

*Recognizing and identifying words, using graphemic bases *eel*, *eep*

Recognizing and identifying words, using *str* and *scr* and graphemic bases

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-8 for each pupil

Duplicated worksheets (See below)

Sheets of paper lined for printing spelling words

Spelling notebooks

Word Meaning

New Words: *Rumplestiltskin*, *boast*, *straw*, *gold*, *odd*, *gone*, *joy*, *land (n)*, *person*, *grew*, *witch*

Decodable Words: *spin*, *queen*, *sadly*, *begged*, *whirr*, *born*, *riches*, *Sharp-Eyes*, *Gold-spinner*

Enrichment Words: *voice*, *its*, *happily*, *gifts*, *Archibald*, *Ichabod*, *Ozwald*, *through*, *Roast-Ribs*, *Sheep-shanks*, *Spindle-spoof*, *brew*.

Recognizing
and
identifying
new words,
using
context clues

Print the following words on the board:

boast
queen
gone
born
land
grew
witch

Point to each word and say it to the children. Have them repeat the words with you a second time.

Now present the following incomplete sentences on the board as context clues for the words:

I _____ a lot taller this year.
Where are the _____ and the king?
She was _____ in a hospital.
That boy will _____ that he is the best.
Sam has _____ away for a week.
The _____ turned the prince into a frog.
Canada is our _____ .

Point to the sentences in random order, selecting pupils to read them and then suggest words from the list to complete the sentences. As the words are chosen, they may be printed on the underlines so as to prevent confusion in future selections.

Follow this procedure until everyone has had a chance to read a sentence.

Print the following words on the board.

Recognizing
and
identifying
words, using
definition,
phonemic,
structural,
and rhyming
clues

1. Rumpelstiltskin
2. gold
3. upset
4. odd
5. joy
6. person
7. spin
8. straw

Say the words for the children, then have them say the words with you. Study the name *Rumpelstiltskin*. Show that it is made up of three words joined together:

Rumple + stilt + skin

Have the pupils pronounce the word several times to get the feeling of the three smaller words.

Give each pupil a set of cards numbered 1-8. In response to the following oral clues, the pupils are to find the word being described each time, note the number beside the word, and hold up the card with that number on it.

This word means a man, woman, or a child — a human being.
This is a precious metal, yellow or white in color, which is used a lot for making rings and other jewelry.
This word means peculiar, funny, funny-looking.
This means to twist cotton, wool, or other materials to make thread. It begins with *sp* and rhymes with *tin*.
This is the name of the little old man in the story.
This is a compound word that means worried, troubled, or disturbed.
This word names dried stalks or stems of grain. It is often used for making hats. It rhymes with *draw*.
This word means “happiness,” “a glad feeling.” It begins with *j* and rhymes with *toy*.

Phonemic Analysis

Recognizing
consonant
clusters
sk, sc

Say these words to the class asking them to indicate where they hear the sounds heard at the beginning of *sky*.

skate	tusk	score
skunk	husk	scan
skill	risk	scare

Print the words on the board, pronouncing each one as you print. Recall with the pupils that *sk* and *sc* usually stand for the same sounds.

To test their recognition of the sounds, have pupils come up to the board and circle either *sk* or *sc* in words designated by you. They could circle in different coloured chalk:

skate	task	score
skunk	husk	scan
skill	risk	scare

They should also indicate where the sounds are located at the beginning or end of the words. Continue until everyone has had at least one chance.

Say these words to the pupils, as they listen to the initial sounds in the words: *straw*, *strong*, *strap*.

Elicit from the pupils that they hear the same three sounds at the beginning of the words. Print *straw*, *strong*, *strap* on the board, and have the letters that stand for the three sounds identified as *s-t-r*.

Follow the same procedure with *scrape*, *screech*, *screw*.

Have the pupils say words like *straw* and *scrape*. Check that they pronounce the three sounds of the clusters correctly and distinctly.

To check auditory perception, read the following sentences. Whenever the pupils hear the three sounds of the *s-t-r* cluster they are to raise their right hands. Whenever they hear the three sounds of the *s-c-r* cluster, they are to raise their left hands.

Please scrape the paint off the screen.
I heard an owl screech as I strolled down the street.
Where is the black strap off the strainer?
How strong are those small screws?

Print the following words on the board:

strap	scrape
strong	screech

Point to each word and say it to the pupils, pointing to the three-letter cluster in each. Have the pupils say the words with you a second time.

Explain to the children that these are two new clusters, each with three letters:

str scr

Print the clusters on the board, then elicit from the pupils more words with these clusters and print them on the board under the appropriate cluster.

Have the pupils listen to these groups of words and indicate where the designated sound is heard each time.

/sk/	skip, risky, ask, muskrat, skid
/sk/	scarf, unscarred, scab, scoot, landscape
/str/	strip, astray, instruct, strayed, destroy
/skr/	unscrew, scribble, describe, inscription, scrub

Structural Analysis

To review the suffix *ful*, print the following sentences on the board:

She is very thought
That was a wonder dinner.

Recognizing
and
identifying
correspondences
/str/ **str**, /skr/ **scr**

Listening
through
words for
initial,
medial
and
final sounds

Recognizing
and identifying
suffix
ful

Have a pupil read the first sentence. Then, ask the pupils what should be added to *thought* to complete the sentence.

After the group has chosen *ful*, add it to the word and have the sentence read again.

Follow the same procedure with the second sentence.

Distribute copies of the following worksheet. The pupils are to add *ful* to each word at the top of the page. They are then to complete each sentence by selecting a word from the list.

basket _____	cheer _____
play _____	hand _____
care _____	help _____

1. That puppy is very _____ .
2. She is a happy and _____ person.
3. Mommy got a _____ of fruit.
4. Be _____ going across that busy street.
5. Grandma gave me a _____ of candies.
6. My sister is very _____ around the house.

Recognizing
words, using
consonant
clusters
and graphemic
bases

Explain to the pupils that the new consonant clusters, *str* and *scr* can be added to graphemic bases to form words.

Place the following pairs on the board:

and	cap	day	like	tip	joke
strand	strap	stray	strike	strip	stroke
train	ride	truck	song	sung	
strain	stride	struck	strong	strung	

Have each pair of words read and the part that is the same in both words identified.

Follow the same procedure with these word pairs:

am	cap	seen
scram	scrap	screen

Recognizing
and identifying
words, using
graphemic
bases
eel, eep

To present bases *eel* and *eep*, place the columns of words below on the board. Working with one column at a time, have the words read and the part that is the same in all of them identified. Call upon volunteers to use some of the words in sentences.

feel	sleep
creel	beep
heel	creep
peel	cheep
reel	deep
steel	jeep
wheel	keep
	peep
	seep
	sheep
	steep
	sweep
	weep

Reading
in context
words formed
on graphemic
bases

Place the following key words on the board and have them read: *back, feel, sleep, will, make, him*.

Print these sentences on the board:

Train tracks are made out of steel.
Most babies creep before they walk.
That jeep has lost a wheel.
Will you sweep the floor, then peel the fruit?
This hill is too steep!
I feel sleepy, Mom.
Is the lake deep enough to swim in?
Not one peep from you, okay?

Point to the sentences in random order and have selected pupils read them out loud. Check for correct pronunciation. Allow each child to read at least one sentence. If a pupil stumbles over a word, refer him or her to the key word involved.

Spelling

Spelling
words formed
on graphemic
bases
eel, eep

Distribute lined paper to the pupils for spelling dictation. In response to the dictated words, the pupils add the letter or letters that stand for the initial sound or sounds heard to *ee/* or *eep* to create the words. These sentences could be used:

My cat can creep on a wall — creep.
We climbed a steep mountain — steep.
How do you feel now — feel?
My bed is held up with steel — steel.
My dad has a jeep — jeep.

Now, ask the pupils to print *s/leep* on their worksheets and then print the following words as you indicate the initial consonant or consonants each time.

sleep beep cheep deep keep peep seep
 sheep sweep weep

Follow the same procedure, starting with *fee/*

feel creel heel peel reel wheel

Print the spelling words on the board:

gold queen

Allow the pupils a few moments to study them, then have them copy each word five times, checking each time to be sure all the letters are in the right order. Have the words entered in the spelling notebooks.

Erase the words from the board and dictate the following:

"I want the gold sword" — gold.
"I haven't got it," replied the queen — queen.

If a child misspells a word have him or her enter it in the list of difficult words in his or her spelling notebook.

Spelling
words;
gold,
queen

LANGUAGE DEVELOPMENT

Objectives

- Recognizing and identifying tag phrases and direct speech; noting quotation marks
- Recognizing and identifying complex sentence patterns using the connectives *if* and *because*
- Recognizing and identifying command sentences
- Recognizing and identifying exclamatory sentences and phrases
- Punctuating sentences: periods, commas, question marks, quotation marks, and exclamation points
- Recognizing, identifying, and using irregular past tenses *was* and *were*
- Recognizing and identifying use of adverbs
- Producing alphabetic sequence using four or five words

Materials Needed

The readers

Cards for the following words: *boast, spin, easily, gold, joy, moving, upset, very, yes, zoo, odd, queen*

Sentence Awareness

Recognizing and
identifying
tag phrases and
direct speech;
noting quotation
marks

Have the pupils turn to page 49 in their texts and read the last two lines.

“Who is speaking in this part of the story? How do you know? Read the words that tell us.”

“Who is speaking in the first line on the next page? How do you know?”

“Who is speaking in the next paragraph?”

“What did the man say? Read the exact words that he said.” Have one or two volunteers read the man’s words, while the other children listen to be sure that only direct speech is included in the reading.

“How do you know that these are the words that the man said?” Elicit that the “said” phrase (“answered” phrase in this case) and the quotation marks at the beginning and end of the man’s words tell us exactly what he said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. Elicit that the word *said* is not the only word that identifies a speaker and a speaker’s words. In this story the words *answered*, *cried*, *asked*, and *called* are also used to identify speakers.

Recall that the “said” phrase can come at the end of what was said, at the beginning, or in the middle. Have the pupils refer to specific examples in the text.

Have the pupils turn again to page 50 in their readers and read lines 6, 7, and 8. Then direct attention to line 7 and ask the pupils to find the joining word in the sentence. Elicit that the word *if* joins two important parts of the sentence.

Ask the pupils to turn to page 53 and read the third paragraph. Have the children find the joining word in the sentence. Then elicit that the word *because* joins two important parts of the sentence.

Refer to the following exercise on the chalkboard and have the children read the joining words at the top and the pairs of sentences that follow.

if because

1. Curt didn’t sleep that night. He heard a dog barking.
2. Jan didn’t go to the store. There was a thunder storm.
3. Jan and Pat will ride their bikes. The storm stops.
4. You can go to the show later. You will do your work now.
5. Mr. Mugs was hiding behind the couch. He was afraid of the thunder.
6. You can keep the baby. You can guess my name.

Have the pupils join each pair of sentences with the use of one of the joining words indicated. Give whatever guidance is necessary to have them form the complex sentences. Print the newly-formed sentences on the chalkboard under the original ones, as they are given by the children. Then have the group note what changes in punctuation and capitalization occurred.

Print the following sentence on the chalkboard.

Listen to what Curt is saying.

Recall with the group that there is a special kind of sentence we use when we want to tell someone to do something, and then have the pupils read the sentence on the chalkboard. “What does this sentence tell you to do?”

“If someone says, ‘Listen to what Curt is saying,’ he or she is ordering or commanding you to listen to what Curt is saying. Here are two other sentences that order or command you to do something.” Print sentences such as the following under the first one on the chalkboard.

Take your lunch to school.

Go to the store.

“Read the sentences I just printed on the board. What does the first one order you to do? What does the second one order you to do?”

Encourage the pupils to compose other “ordering” or command sentences and print each one on the chalkboard as it is given by a child.

Have the children turn to the reader story and locate command sentences on page 50, 52, and 53.

Recognizing and
identifying
complex sentence
patterns using the
connectives
if and because

Recognizing and
identifying
command sentences

Recognizing and identifying exclamatory sentences and phrases

Direct attention to the third paragraph on page 48 and have the children read it silently. "What mark do you see after the sentences in this paragraph?"
"How do you suppose the king felt as he was saying these words?" Have two or more pupils read the sentences aloud, showing how the king felt as he spoke.
Have the pupils find and read the other exclamations in the story.

Punctuation and Graphics

Have the children turn to page 50 in their texts and read the first line, or print this line on the chalkboard.
Have the pupils note the position of the quotation marks and the comma, and briefly discuss the reason for the use of these punctuation marks.
Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks. If necessary, let the pupils use sentences in the reader as models.

Punctuating sentences: periods, commas, question marks, quotation marks, and exclamation points

- 1. The king was very happy when he saw the room full of gold
- 2. What is my name
- 3. Bring the girl to me the king said
- 4. Oh No No cried the little man
- 5. Here come the elephants
- 6. Do you like a parade
- 7. On TV Curt saw elephants giraffes lions and tigers
- 8. Tomorrow is not a school day.

Verb Forms

To reinforce correct usage of the irregular past tenses *was* and *were*, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.
"Where was the little man when the girl in the story saw him for the first time?"
"Where was your pet when you saw him (or her) for the first time?"
"Where were you during the holiday?"
"Where were your brothers and sisters yesterday?"
"Where was Mr. Brown (principal or other staff member) today?"
"Where was your book?" (or other object)
"Where were our paints the last time we used them?"

Recognizing, identifying, and using irregular past tenses *was* and *were*

Adverbs

Print the following exercise on the chalkboard. Have the children read silently the words at the top and each sentence below. Then have the pupils take turns completing the sentences orally, using one of the listed adverbs each time.

Recognizing and identifying use of adverbs

carefully quickly sadly

- 1. The girl looked _____ at the room full of straw.
- 2. The little man worked at the spinning wheel _____ .
- 3. Rumpelstiltskin rushed _____ from the room.
- 4. Curt told about his lost pet _____ .
- 5. Jan and Daddy washed the dishes _____ .
- 6. The cat ran _____ .
- 7. Pat made her cake _____ .

Alphabet Skills

Prepare two or three cards for each of the following words: *boast, spin, easily, gold, joy, moving, upset, very, yes, zoo, odd, queen*.
Give four or five different word cards to each pupil in the group. Direct each child to place his or her cards in the correct alphabetical order. Have the children repeat the process several times, using different word cards each time.

Producing alphabetic sequence using four or five words

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing letters in reduced size
Writing a story ending

Materials Needed

Lined sheets of paper
Personal Journal notebooks

Developing Readiness for Creative Writing

Discuss with the children the kinds of things that are found in fairy tales and develop a chart similar to the following.

A Fairy Tale

1. It is make-believe.
2. It has magic in it.
3. It often has a castle or palace in it.
4. There are kings, queens, princes, or princesses in them.
5. There may be fairies.
6. The story has a happy ending.

*Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart*

*Personal
Writing*

*Personal
Journal*

Encourage the children to do some personal writing on the fairy-tale theme. When the children have finished their stories, let them share some of the writing they have done recently. Allow time for children to make entries in their Personal Journals.

Printing and Directed Writing

*Printing
reduced
y, Y, q, Q,
v, V, w, W*

Have the children practice the printing of y, Y, q, Q, v, V, w, W in reduced size.

The children should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between every other pair of ruled lines. (See the *Spirit Duplication Masters /Self-Help Activities* for an example.)

To develop the skill of writing story endings, print the following on the board.

*Writing
a story
ending*

Rumplestiltskin rushed from the
palace. He ran down the front path
and _____

Discuss with the children what might have happened to Rumplestiltskin after he rushed from the palace. Where did he go? What did he do? Did he change in any way? As the children agree on possible answers, print them on the board. Then have the children print the complete story on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters /Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the phoneme-grapheme correspondences /sp/**sp**, /st/**st**, /sk/**sk**, /sk/**sc**, /str/**str**, /skr/**scr**

Recognizing graphemic bases

Decoding
Skills:
Phonemic
Analysis

Objective

Recognizing and identifying the phoneme-grapheme correspondences /sp/**sp**, /st/**st**, /sk/**sk**, /sk/**sc**, /str/**str**, /skr/**scr**





Number of Players

Any number

Materials Needed

One "Match-It" board for each player
Three pictures of objects whose names begin with the sound represented by each of the above consonant clusters; some pictures of objects whose names do not begin with the sound of a consonant cluster

Match-It

Match-It			
 straw			
 scarf			
 skunk			
 spoon			

Procedure

The player takes the cards in turn, saying the names of the pictures objects, and then places the cards in the correct rows.

Ending Bingo

Decoding
Skills:
Structural
Analysis

Objective

Recognizing graphemic bases

Number of Players

Three or more

Materials Needed

Assorted bingo cards with graphemic bases such as: eed, eek, eel, eep, unk, ank, end, ong, ung, ing, ang, ear, eat, ind, ail, ore, ark, all, oon, oot, ink, ish, ash

Markers

One master sheet

Procedure

The caller reads bases from the master sheet and the players fill their cards by covering the same bases with their markers. The first player to complete a card is the winner.

Objectives

Listening to a poem
Noting rhythm
Reading chorally
Illustrating the poem
Moving creatively

Responding to Poetry

This is a poem that should be read for enjoyment.

Tell the children that the poem you are going to read is about an owl and a pussy-cat who have an adventure. Ask them to listen to see if they can tell the adventure in their own words.

Read the poem to the children, as they listen with books closed. Then let them discuss the adventure and try telling it in their own words. It may be necessary to read the poem more than once.

There are terms which the children may not understand and may question. If they do, give them the information. If not, don't spoil the poem by tearing it apart.

Note. A *runcible spoon* is a fork with the three broad prongs, one sharp-edged and curved like a spoon.

Have the children open their books at page 39. Give them time to admire and discuss the pictures. Then read the poem again as the children follow along.

The gay rhythm of this poem will appeal to the children. Read it again, as they softly tap or clap to the rhythm.

The children would enjoy reading this poem in a choral reading situation. An effective arrangement would be to have the light voices read the pussy-cat's lines, the heavy voices read the owl's lines, and all read the narrative parts. If the children do it well, it would be fun for them to read it to the whole class or to another class.

Some children might like to illustrate parts of the poem not already illustrated in the book; for example, "the land where the Bong-tree grows," the Piggy-wig standing in the woods with a ring in his nose, or the wedding ceremony with the Turkey officiating.

Let the children pair up and demonstrate how the owl and the pussy-cat would "dance by the light of the moon."

INQUIRY SKILLS

Using the table of contents
Listening to the selection
Discussing jobs
Developing purposes for reading
Observing picture details
Using a map
Expressing opinions
Deciding how to gather information
Formulating questions
Preparing questions for a poll
Discussing use and organization of data sheets
Answering the research question
Reporting orally
Evaluating use of data sheets and poll
Evaluating presentation
Appreciating work people do

INTEGRATIVE OPTIONS

Picture Display — collecting pictures for bulletin-board display
Valuing — discussing women at work
Research—finding out about jobs
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondences /ă/ **ar**, /ô/ **or**, /è/ **er**, /è/ **ir**, /è/ **ur**, /è/ **or**
*Recognizing and identifying phoneme-grapheme correspondences /è/ **ear**, /o/ **a**, before *l* and after *w*, /o/ **aw**
Recognizing and identifying contractions
Recognizing and identifying possessive forms with 's
*Recognizing and identifying words using graphemic bases *aw*, *orn*
Spelling words using graphemic bases

LANGUAGE DEVELOPMENT

Recognizing and identifying correct word order
Transforming sentences into questions
Developing awareness of similes
Recognizing, identifying use of commas and apostrophes; punctuating sentences
Recognizing, identifying, using present tenses *is*, *are*, *has*, *have*
Recognizing and identifying alphabetic sequences: letters

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing
Printing letters in reduced size
Writing a factual description

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Spelling words formed on graphemic bases

Literary Appreciation**

Reading supplementary books

Listening**

Listening attentively in discussions
Listening to the selection
Listening to identify phoneme-grapheme correspondences /ă/ **ar**, /ô/ **or**, /è/ **er**, /è/ **ir**, /è/ **ur**, /è/ **or**, /è/ **ear**, /o/ **a**, /o/ **aw**

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

Objectives

Using the table of contents
 Listening to the selection
 Discussing jobs
 Developing purposes for reading
 Observing picture details
 Using a map
 Expressing opinions
 Deciding how to gather information
 Formulating questions
 Preparing questions for a poll
 Discussing use and organization of data sheets
 Answering the question: translating ideas from data sheets into words; making a summary chart; making murals; preparing dramatizations; making picture collection
 Reporting orally
 Evaluating use of data sheets and poll
 Evaluating presentation
 Appreciating work people do

Summary Chart of Research Activities

Starting Point	Question	Collecting Information	Organizing Information	Presenting Information	Evaluating	Valuing
Reading and discussing text selection and photos	What different jobs do people do in our community?	Conducting polls, making data sheets	Answering the question, making a co-operative chart	Working in groups to make a mural, picture collection, dramatization	Discussing the use of polls and data sheet, evaluating the presentation	Discussing the value of work to the community and to the individual

Starting Point

Using the table of contents

Ask the children to turn to the table of contents and find the title of the next selection. Ask if anyone in the group can read the title. If not, read it for the children.

Listening to the selection

Ask the group on what page the selection begins and have the pupils turn to page 60.

Discussing jobs

Read the first paragraph on page 60 to the children and have them discuss the question.

Developing purposes for reading

Read the second paragraph and then ask: "Have you ever thought about what kind of job you'd like to do when you grow up? If so, what job was it? Why do you think that you'd like this particular job?"

Observing picture details

"As we look at each of the jobs shown in this selection, let's think about what it would be like to have this job. What might be the good things about each job? What might be the bad things about this job? What kind of training do you think you might need for the job? Could both men and women do this job? Why?" If you wish you could print the questions above on the chalkboard and refer to them as you look at the different jobs.

"Look at the photograph at the bottom of the page. What is happening in it? What job is shown in this picture?"

Read the text for the pupils and let them talk about the question. "What other jobs can you think of that require people to wear special kinds of clothing? Why is this clothing necessary?"

"Have you ever watched people on a construction site? What different jobs were they doing there?"

"What are the people doing in the picture on page 61?" Read the text for the group.

"How do you think the fish in this picture were caught — by a fishing pole or in a big net? Tell

Using a map

why you think so. Where do you think these fish were caught?" At this point you could refer to a map of Canada and show the children the location of the fishing areas on the Grand Banks.

"Could you help your father or mother after school at their jobs? What kinds of jobs can children do after school around here?"

Discuss several of the questions above with the reference to the jobs on these pages.

Go through the remaining pages in the selection in similar manner discussing the text and photos, having the children speculate on what the various jobs are like, and sharing any personal contact they have had with any of the jobs.

Expressing
opinions

When you have read the last paragraph on page 69 ask, "Did you get any new ideas about the kind of work you'd like to do from reading this selection? Tell us why you think as you do." Let the children freely discuss their reactions.

Question

Discussing
jobs

"We have looked at only a few of the many different jobs that people can have. What other jobs do you know of that people do? What jobs can children do? What jobs do people have to do when they get home from work at night? What jobs do people have that they do in their spare time after work? What kinds of jobs can older people do if they don't go to work any more?"

Deciding how
to gather
information

Have the children talk about what they already know about these questions. Then ask the children how they could gather more information about the jobs people have. They will probably suggest polling their family and friends and neighbors in the community.

Formulating
question

Help the children formulate a question as the basis for their research. The question should be worded somewhat as follows:

What different jobs do people do in our community?

Write the question on the chalkboard and have the pupils read it. Leave the question on the board for reference.

Collecting Information

Preparing
questions for
a poll

"What questions are you going to ask people while you are doing your poll?" Help the children come to the realization that it is important to have questions prepared in advance so that they can remember to ask everything they want to know about. Have the children prepare a list of questions with your help. Your list may look somewhat as follows:

- 1. What job do you do at work?
- 2. What jobs do you do at home?
- 3. What jobs do you do in your spare time?

Have each child make a copy of these questions to take along when he or she does the polling.

Discussing use
and organization
of data sheets

Ask the children how they will record the information they gather. Elicit that they will need to draw up data sheets. These can be divided into four columns with the headings Name of Person, Job at Work, Job at Home, Other Jobs.

Give the children several days in which to complete their polls.

Organizing Information

Answering the
question
Translating ideas
from data sheets
into words

When the children have completed their polls, refer them again to their research question. Have the children then discuss their findings using their data sheets to tell what they learned about the different jobs people have.

As the children talk, help them to organize their findings in a summary chart similar to the one below.

Making a
summary chart

Jobs Men Have	Jobs Women Have	Jobs Children Have	Jobs Older People Have

Have all the children contribute the information on their data charts to the co-operative chart. Then divide the group into four sub-groups and assign each group the task of presenting the information in one column of the chart above.

Making murals	One method would be to make a mural. For example, if the group doing “Jobs Men Have” were to do a mural, they could first draw up a background with a factory, an office, a store, an outdoor area, or a home. Then they could draw men doing various jobs grouped loosely in the types of places where they work. The children may need guidance in classifying jobs to organize a project of this nature. All of the jobs listed on the chart do not need to be represented on the chart, but encourage the children to present a broad range of jobs in their mural.
Preparing dramatizations	Another group may wish to prepare dramatizations of various jobs. A few props and costumes could probably be helpful in a project like this.
Making picture collection	Another group could make a picture collection of newspaper, magazine, and painted pictures illustrating the different jobs. Give the children any guidance they need in preparing their presentation.

Presenting Information

Reporting orally	Have the sub-groups take turns presenting what they prepared for the group. One or more members of each sub-group should explain the group’s project and answer any questions the other children may pose.
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Evaluating

Evaluating use of data sheets and poll	Through discussion have the pupils evaluate various aspects of this project. “Did you have any problems filling in your data sheets? Did you organize your poll well? What would you do differently the next time you do a poll?”
Evaluating presentation	“Do you think your group did a good job of its presentation? How do you think it could be improved?”

Valuing

Appreciating work people do	Lead the children in a discussion of how each of us can contribute to our community by the work we do. Lead them to the realization that no matter what our age or circumstances, we can all do valuable work. Bring out the fact that all work is valuable and satisfying not just that done for wages.
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INTEGRATIVE OPTIONS

Visual Arts	Collecting Pictures for Bulletin-Board Display. Have the children cut out pictures of people working from magazines and newspapers. As each picture is brought in have the children identify and discuss the job shown. Have the children label each picture and make a bulletin-board display.
Valuing	Discussing Women at Work. Some of the books in the book list for this lesson will give you ideas for discussion on this topic. You may wish to read some of the books to the group. Discuss with the children the kinds of jobs women do. The pupils should draw on the bulletin-board picture display, TV, newspapers, books, stories, and personal experiences as you make a co-operative class list of women’s jobs. Help the children come to the realization that today women are working in almost every field.
Research	Finding Out About Jobs. Some of the children may wish to do an in-depth study of a particular job, perhaps one they imagine themselves doing as adults. Have the children formulate a list of questions they would like to answer in their reports about these jobs. Help them draw up a list of possible sources of information. This should include library books, reference sources, films or film strips, field trips, and interviews.

Book Center

Story Books	Kaufman. <i>Busy People</i> . Golden Press. Describes the facets of many vital occupations (includes women in jobs traditionally held by men). Rothman, Joel. <i>I Can Be Anything You Can Be</i> . Scroll Press. A humorous battle of the sexes as a girl proves to a boy that she has the right to the dreams that he has.
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Films

Films

Helpers at Our School. 10½ mins. Coronet 1681.

Our Family Works Together. 10½ mins. Coronet 1151.

Workers Who Come to Our House. 10 mins. Coronet 3444.

Helpers in Our Community. 10 mins. Coronet 1161.

Workers Depend on Each Other. 10 mins. Coronet 3390.

Work Around the World. 11 mins. Coronet 1959.

What Shall I Be? 7 mins. Coronet 3299.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying the phoneme-grapheme correspondences /är/**ar**, /ôr/**or**, /ër/**er**, /ër/**ir**, /e//**er**/**ur**, /ër/**or**

*Recognizing and identifying the phoneme-grapheme correspondence /ër/**ear**

*Recognizing and identifying the phoneme-grapheme correspondence /o/**a** before *l* and after *w*

*Recognizing and identifying the phoneme-grapheme correspondence /o/**aw**

Recognizing and identifying phoneme-grapheme correspondences to print initial and final letters

Recognizing and identifying contractions

Recognizing and identifying possessive forms with 's

*Recognizing and identifying words, using graphemic bases *aw*, *orn*

Recognizing phoneme-grapheme correspondences and graphemic bases to spell words

*Introduction to new element

Materials Needed

Lines on the chalkboard for chalkboard dictation

Sheets of paper lined for printing

Sheets of paper lined for printing spelling words

Word Meaning

New Words: *Paul, company, electric, saw, become, letters*

Decodable Words: *fisherman, driving, use, sawmill, grade, glass, cheese, slice, sells, wool, yarn, higher, fire fighter, plane, smoke, force, stand*

Enrichment Words: *builder, heavy, dairy, taken, publishes, bottles, scientist, factory, plumbing, customer, enjoying, skater, interested, potter, pottery, sprays, community*

To present the new words to the pupils, print the following list on the board:

Paul
company
electric saw
become
letters
stand
sawmill
force

Recognizing
and identifying
new words,
using
context clues

Point to each word and say it to the group. Have the children repeat the words with you a second time.

Place the following sentences on the board. Have each incomplete sentence read and elicit from the children a word that will fit in the sentence. When a word has been chosen, print it on the line and have the sentence read again to check that the right word has been chosen.

_____ came to our house for supper.
 A truck takes the logs to the _____.
 Maria's dad works for the electric _____.
 Curt wants to _____ a firefighter someday.
 Does your dad have an _____?
 My brother has joined the police _____.
 What are the next three _____ after A, B, C?
 What sound does *b* _____ for?

Phonemic Analysis

Review /är/ar as in *park* and /ôr/or as in *for* by printing the following on the board:

mark	before
start	more

Have a child read the words to the group while the others listen to discover what sounds the vowel and *r* stand for in each word.

Now, review the /ër/ as in *fern*, *girl*, *hurt* and *work*.

Print these words on the board:

fern girl hurt work

Have a pupil read them while the others listen to discover the sounds represented by the vowels and *r*. They should see that each word has the /ër/ sound, but they show four different letter combinations representing it.

Explain to the children that there is still another spelling standing for the sound heard in the middle of *fern*.

Print *learn* on the board. Read it to the pupils then show them the letters that go together to stand for the /ër/ sound — e-a-r.

Print these sentences on the board:

We learn many things in school.
 I heard a bird singing.

Have pupils take turns reading the sentences. Check for correct pronunciation at this time.

Print the following words on the chalkboard:

call	want
small	water
talk	swan

Pronounce the words as the pupils listen to discover the sound *a* stands for each time. Help them to realize that in these words *a* stands for the unglided /o/ sound such as is heard in *dog* and *not*.

Point to the words in the left-hand column and have the letter following *a* in each word identified. Point to the words in the right-hand column and have the letter that comes before *a* in each word identified.

Lead the pupils to generalize that when *a* comes before *l* and after *w* it usually stands for the unglided /o/ sound as in *dog*.

Step 1: Hearing. (a) Say these words, having the pupils listen for the final sound in each one: *saw*, *straw*, *paw*, *claw*.

(b) Read these sentences and ask the pupils to clap whenever they hear the sound heard at the end of *saw*.

Which animal says heehaw?

Did Mr. Mugs hurt his paw at the sawmill?

Recognizing
and
identifying
correspondences
/är/ar, /ôr/or,
/ër/er, /ër/ir, /ër/ur,
/ër/or

Recognizing
and
identifying
correspondence
/ër/ear

Recognizing
and
identifying
/o/a before
l and after
w

Recognizing
and
identifying
correspondence
/o/aw

I heard the crows cawing in the woods.
A crab has two claws, hasn't it?

Step 2: Saying. Have the pupils say words like *straw* and *paw*. Check for correct pronunciation at this time.

Step 3: Seeing. Print these words on the board:

saw
straw
claw
paw

Point to each word and say it to the children. Have them repeat the words with you a second time.

Have the pupils note that the *a* and *w* in each word go together to stand for the unglided /o/ as heard in *dog*.

Prepare the lined chalkboard and lined sheets of paper for dictation. The pupils are to follow the directions given for each group to print the dictated words.

These sentences could be used to present the words:

Taking
chalkboard
dictation:
listening
and printing

Group 1

Ask the pupils to print *ear* in the middle of each of four print areas. They are then to print the letters that stand for the initial and final sounds to complete the dictated words.

I heard the cat-bird — heard.
You can easily learn that song — learn.
Dad gave Mommy a pearl ring — pearl.
What on earth are you doing — earth.

When the dictation is finished, call upon individuals to read each word and have the pupils at the board erase each word as it is read.

Group 2

Have the pupils print *all* at the end of each of four printing areas and proceed as above.

Did you call me — call?
How tall are you — tall.
Let's go to the shopping mall — mall.
Please don't fall in the mud — fall

Have the words read and erased.

Group 3

Have the pupils print *wa* in the middle of each of four printing areas.

Don't forget to wash your hands — wash.
How many candies do you want — want?
That white swan is beautiful — swan.
Please swat that fly — swat.

Have the words read and erased.

Group 4

Have the pupils print *aw* at the end of each of four printing areas.

I saw John on the seesaw — saw.
I'll draw a picture of you — draw.
Ginette has a straw hat — straw.
Nick has a sore jaw — jaw.

Have the words read and erased.

Structural Analysis

Recognizing
and identifying
of contractions

To begin a review of contractions, have the pupils recall what they are: two words joined together by dropping a letter or letters and adding an apostrophe to show where something has been left out.

Have pupils give the corresponding contractions for the following words.

would not
have not
they are

Then, put the following sentences on the board:

She is staying here. _____

We are driving home. _____

I could not help you. _____

You have three books. _____

I have fun in summer. _____

I would have liked that. _____

He had gone to the store. _____

Have a pupil read the first sentence. Then, select a child to give the contraction for the underlined words. If the group agrees with the choice, print the contraction on the line. Have a pupil re-read the sentence with the contraction in it.

Follow the same procedure for the other sentences.

Recognizing
and identifying
possessive
forms with 's

Begin a review of possessives by asking the pupils how possession is shown in writing. They should recall 's.

Print the following on the board.

Curt	dog
The man	house
The dog	bone
Jill	bike
The boy	candies
The girls	shoes
Mother	glasses
Miss Hill	book
Jack	shirt
The baby	milk

Point to various fragments and select pupils to come up to the board and complete the possessive words with an 's. Continue until everyone has had at least one turn.

Recognizing
and identifying
words, using
graphemic
bases
aw, orn

To present bases *aw* and *orn*, place the columns of words below on the board. Working with each column in turn, have the words read and the part that is the same in all the words identified. Let volunteers use some of the words in sentences.

saw	born
caw	corn
claw	horn
draw	scorn
flaw	shorn
haw	sworn
jaw	thorn
law	torn
paw	worn
raw	
slaw	
straw	
thaw	

Place the following key words on the board and have them read: *born, rob, paw, eat, took, bunk, boat, snow*.

Print the following sentences on the board:

Do you like corn on the cob?
My jaw hurts where the cat clawed it.
You have worn that shirt all week.
That meat is raw. Please cook it.
That chunk of ice took a long time to thaw.
My new coat is torn.
Blow your horn.
Where were you born?
Take the thorn out of the dog's paw.

Point to the sentences in random order and have selected pupils read them. Check for correct pronunciation at this time. If a child stumbles over a word, refer him or her to the key word involved.

Spelling

Distribute lined sheets of paper to the pupils for spelling dictation.

In response to the dictated words, the pupils print the letter that stands for the initial sound heard and graphemic base *aw* or *orn* to form the dictated words.

These sentences could be used to present the words:

Please pass the corn — corn.
Is there a law for that — law?
I was born in Calgary — born.
His jaw is very strong — jaw.
Your pants are torn — torn.
Did he hurt his paw — paw?

Now, ask the pupils to print *paw* on their worksheets and then print the following words as you indicate the initial consonant or consonants each time:

paw caw claw draw flaw haw raw slaw straw thaw

Have the pupils print *born* on their worksheets and follow the same procedure to print:

born horn scorn shorn sworn thorn worn

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying correct word order
Transforming sentences into questions
Developing awareness of similes
Recognizing and identifying use of commas and apostrophes; punctuating sentences
Recognizing, identifying, and using present tenses *is, are, has, and have*
Recognizing and identifying alphabetic sequences (letters)

Materials Needed

Lined paper for each child in the group
The readers
One card for each letter of the alphabet

Sentence Awareness

*Recognizing and
identifying
correct word order*

Print the following scrambled sentences on the chalkboard and ask the children to read them silently. Have the pupils rearrange the words and then read the sentences aloud correctly. If preferred, the children could print the last three or four sentences on their papers, after deciding upon the correct word order.

1. workers Some hard hats have
2. go sawmill to the The logs
3. forests works the in Mr. Wood
4. The spin into children wool yarn
5. job like What you would
6. firefighter This plane a in works
7. fish puts a table on Paul big the

*Transforming
sentences into
questions*

Print the following sentences on the chalkboard and have the children read them silently.

Jan would like this job.
Paul's father is a fisherman.
The cows are on the farm.
Claire's brother can drive a big truck.
Nick's grandma is a farmer.

To have the children transform the sentences into questions, you might proceed somewhat as follows:

"Read the first sentence for us. Now let's change the sentence into a question. To do this we must ask whether Jan would like this job. How would you ask this question?"

When a child volunteers the question, print it on the chalkboard beside the sentence and ask another child to read it again. Then have the correct punctuation mark placed at the end of the question. Have the children tell what change in word order occurred.

Follow the same procedure to have the children transform the remaining sentences into questions.

*Developing
awareness
of similes*

Have the pupils turn to page 68 in their readers and read the last sentence.

"What does the water look like as it comes out of the plane? What else might it look like?"

Refer to six or more sentences, such as the following on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences.

The dog runs so fast, he looks like _____.

The room is so hot it feels like _____.

The plane goes up so high it looks like _____ from the ground.

Punctuation and Graphics

*Recognizing and
identifying use of
commas and
apostrophes*

Ask the children to turn to page 60 in their readers and read the second sentence silently. Direct attention to the commas and ask one or more pupils to read the sentence aloud as the punctuation indicates. Recall the reason for the use of commas as in this sentence.

Ask the pupils to find the contraction *Let's* in the second paragraph. Have the children note the apostrophe and recall that it shows readers that a letter has been left out of the second word represented in the contraction. Elicit that the contraction takes the place of the long form *Let us* and that the letter *u* has been left out.

Have the pupils find other contractions and words denoting possession in the selection. Direct attention to the position of the apostrophe in each one.

*Punctuating
sentences*

Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks.

1. Let s watch the plane
2. We know they d like to work in the forest
3. Curt and Jan saw a paper boy a fisherman a farmer and two football players
4. In the yard there are trucks saws wheels and kitchen taps
5. Where are Paul s books toys and shoes

Verb Forms

Recognizing,
identifying, and
using present
tenses is, are
has and have

To reinforce correct usage of the verbs *is*, *are*, *has*, and *have*, ask the children questions such as the following and have them answer in complete sentences.

“Where is your pencil? Where is your box of crayons?”

“Where are your books? Where are the scissors?”

“Where is the turtle? Where are the gerbils?”

“Who has the tape? Who has a red hat?”

“How many pencils do you have? How many apples do you have?”

“How many children have tables (or desks) beside the windows today?”

“Which animal has a white stripe. Which animal has a long neck?”

“Which animals have sharp claws?”

“How many windows are there in this room? How many cupboards are there in the room? How many doors? How many teachers?”

Alphabet Skills

Recognizing and
identifying
alphabetic sequences
(letters)

Arrange letter cards in alphabetical order along the chalkboard ledge, omitting letters at various intervals. Have individual pupils tell which letters are missing and then place the omitted cards where they belong. For further practice, have the pupils close their eyes while one child rearranges the letter cards in a mixed order. Then have the pupils take turns arranging five or more letters in alphabetical order.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing
Printing letters in reduced size
Writing a factual description

Materials Needed

Lined sheets of paper

Developing Readiness for Creative Writing

With the children develop a chart listing the various occupations of their parents.

Parents at Work	
bricklayer	mechanic
painter	teacher
homemaker	secretary
chef	doctor
cashier	truck driver
manager	actor

Integrating
speaking,
writing, and
reading
relationships;
making a
vocabulary chart

The children have had an opportunity to discuss the kinds of jobs they would like to do when they grow up. They will be motivated to write personal accounts.

Personal
Writing

Printing and Directed Writing

Have the children practice the printing of x, X, z, Z in reduced size. The children should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between every other pair of ruled lines. (See the *Spirit Duplication Masters /Self-Help Activities* for an example.)

Printing
reduced
x, X, z, Z

Questions can be used to develop the skill of writing factual descriptions. Choose a topic, for example, The Job of a Life Guard, The Job of a Firefighter, and then put the following questions on the board.

- What is the person's job?
- Does the person wear special clothes to do the job?
- Where does the person do the job?
- Does the person need special things to do the job?

Have the children discuss the questions and agree on answers. Then print the answers on the board and have the children copy the description on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Spelling words formed on graphemic bases

Procedure

Each player takes a picture-word card, reads the name of the object, and then places it on the correct balloon seller.

Parking Lot

Objective

Spelling words formed on graphemic bases

Number of Players

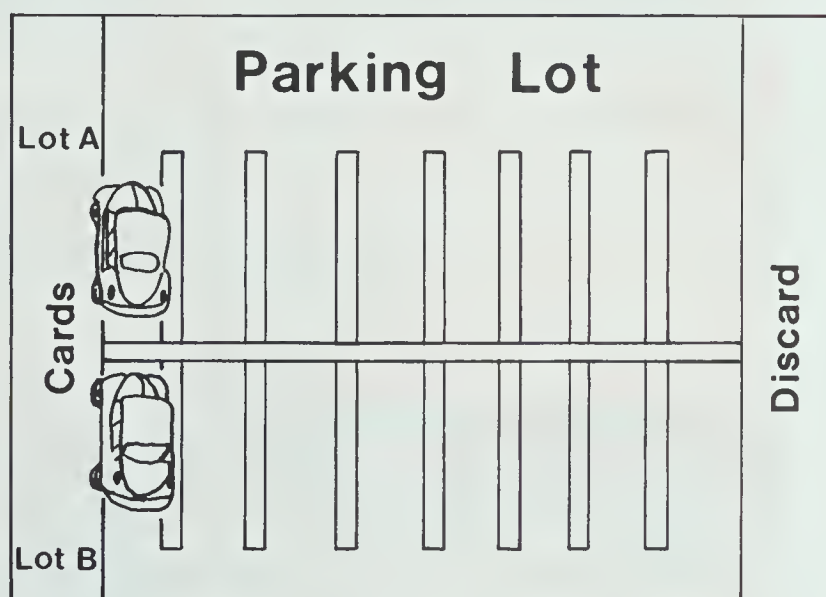
Two

Materials Needed

One "Parking Lot" board
Set of vehicle shaped cards with picture of vehicle on one side and a word on the reverse side; use words such as *cling, worn, hung, song, ring, gong, feel, cheep, torn, jaw, sing, hang, peel, mend, chunk, lend, swing, paw, bring, born*

Procedure

Player A picks a vehicle card and reads the word on it. If Player B can spell the word correctly, the vehicle card is placed in his or her parking lot. If Player B cannot spell the word correctly, the card is placed in the discard pile. The players then reverse roles. The first player to fill a parking lot is the winner.



COMPREHENSION

Using the table of contents
Formulating questions; speculating
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
Locating specific passages
Making judgments
Applying story ideas to personal experience
Evaluating character's behavior
Expressing opinions
Valuing
Recognizing, identifying, producing sequence
Recalling story details
Summarizing the story
Research

INTEGRATIVE OPTIONS

Drama — dramatizing the story
Books — reading independently

DECODING SKILLS

Recognizing new words
Recognizing and identifying phoneme-grapheme correspondences /ō/ow, /ou/ow, /ou/ou, /ú/oo, /ü/oo
Recognizing and identifying suffixes er of agent, er of comparison, est, ly, y, ful
*Recognizing and identifying words using graphemic base *unch*
Noting the number of syllables in words; noting effect of stress on unstressed syllables
Spelling words using graphemic bases
Observing the spelling of useful words, of spelling words

LANGUAGE DEVELOPMENT

Developing noun and verb, subject and predicate awareness
Recognizing and identifying uses of capitalization
Recognizing and identifying uses of parentheses, the dash, italics
Recognizing, identifying, using homonyms

WRITING

Integrating speaking, writing, reading relationships; building vocabulary chart
Applying comprehension, decoding, language, printing skills to produce personal writing; to produce Personal Journal entries
Completing similes

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Spelling words formed on graphemic bases

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters' feelings; about story situation
Applying story ideas to personal experience
Evaluating characters' behavior

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /ō/ow, /ou/ow, /ou/ou, /ú/oo, /ü/oo
Listening to note number of syllables in words; to note effect of stress on unstressed syllables

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

- Using the table of contents
- Formulating questions
- Observing picture details
- Drawing inferences; inferring feelings
- Recalling details; verifying answers
- Locating specific passages
- Making judgments
- Applying story ideas to personal experience
- Speculating
- Evaluating character's behavior
- Expressing opinions
- Valuing
- Recognizing, identifying, and producing sequence
- Recalling story details
- Summarizing the story
- Research

Developing Pupil Inquiry

*Using the table
of contents
Formulating
questions
Observing
picture details
Drawing
inferences
Formulating
questions*

Have the children turn to the table of contents and find the title of the last story. If no one can read the title, read it for the group. Ask the children if they have any questions they would like to ask about the story. Record their questions.

Ask the children on what page the story begins and have them turn to page 70. Let the children look at the illustrations and discuss them briefly. "What are the boy and the lady doing in these pictures? What do you think they might be talking about?"

If the children have any further questions they wish to pose about the story, add them to the list.

Have the children look at the illustrations in the rest of the story and discuss the happenings briefly.

Record the questions the children ask about the story after looking at the illustrations. Your list of questions might be somewhat like the following:

- Who is going on a beetle hunt?
- Why is someone going to hunt a beetle?
- Is the lady going to have a birthday party?

Developing Pupil Response

*Reading
Recalling details;
verifying
answers*

Have the children read the entire story silently. Have the questions read again and ask the pupils what answers they found to their questions in their reading. Have the children answer the questions first in their own words and then verify their answers by reading appropriate lines of text.

*Locating
specific
passages*

Have the children skim the story to find and read to the group the specific passages described below. Leave out any passages which your group has already read aloud in verifying answers.

- "Find and read the part that — describes the birthday cake Mrs. Cobb baked.
- tells about Danny deciding on Mrs. Cobb's birthday present.
- describes what kind of beetle Danny wanted to find for Mrs. Cobb.
- describes what happened at Mrs. Cobb's birthday party."

Synthesizing

*Making
judgments*

1. "Do you think that Danny was a good friend to Mrs. Cobb? What things did he do in the story that show that he was a good friend?"

Drawing
inferences;
applying story
ideas to
personal experiences
Speculating;
drawing
inferences
Evaluating a
character's
behavior
Drawing
inferences
Recalling
details;
inferring
feelings
Valuing

Recognizing,
identifying,
and producing
sequence

Recalling story
details

Summarizing
the story

Research

2. "Why do you think Danny liked going to visit Mrs. Cobb? Do you have any friends who are much older than you? If so, why do you like these people?"

3. "Why do you think no one but Danny went to visit Mrs. Cobb at the beginning of the story? Why did she have many visitors by the end of the story?"

4. "Do you think that Danny's idea of a beetle in a jam jar for Mrs. Cobb's birthday was a good one? Why or why not? What other present could he have given her even though he had no money?"

5. "Why did everyone Danny met want to give Mrs. Cobb a birthday present?"

6. "What present did Danny give Mrs. Cobb for her birthday? How do you think Mrs. Cobb felt about her birthday tea? How do you know?"

7. "What lesson do you think Danny might have learned in this story? What lesson might his neighbors have learned?"

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Print the following sentences on the chalkboard. Have the children orally complete the blank in each sentence with "before," "after," or "while" to establish the time relationship between the events described.

1. (While) Danny was visiting Mrs. Cobb, she asked him to come to tea that day.
2. Danny thought of getting a beetle (after) he left Mrs. Cobb's house.
3. Danny told Mrs. Brown about Mrs. Cobb's birthday (while) he was looking for a beetle in her garden.
4. (After) Danny told Farmer Pike about Mrs. Cobb's birthday, Farmer Pike wanted to give her a dozen big brown eggs.
5. Danny went to Mr. Jones' garden (after) he went to Farmer Pike's place.
6. Danny looked everywhere for a beetle (before) he went to Mrs. Cobb's birthday tea.
7. Everyone had a cup of tea and some cake (while) they were at Mrs. Cobb's house.
8. (After) Mrs. Cobb's birthday tea she had people visit her often.

Literal Comprehension. Print the following sentences on the chalkboard and have the children orally complete the blanks. Let the children skim the story to find answers if necessary.

1. (Mrs. Cobb) lived all alone but (Danny) went to see her every day.
2. One day it was Mrs. Cobb's (birthday).
3. She showed Danny a big (cake) she had made and asked him to come to (tea) at four o'clock.
4. Danny wanted to get Mrs. Cobb a (beetle) for a birthday present.
5. Danny met his neighbors (Mrs. Brown), (Farmer Pike), and (Mr. Jones) while he was hunting for the beetle.
6. Everyone wanted to give Mrs. Cobb a (present).

Literal Comprehension. Have the children take turns retelling the events in the story. Then have them sum up the main events of the story in three sentences. Write each child's three sentences on the chalkboard. Help the group form a synthesis of their sentences to write a final co-operative summary which you will record. It should be somewhat as follows:

Mrs. Cobb asked Danny to her birthday tea.

While he was looking for a beetle as a present, he asked all the neighbors to her tea.

Mrs. Cobb had a very happy party and made new friends.

Finding Out about Insects. Have the children choose an insect they would like to find out more about. Let the children pose questions that they would like to ask about the insect and then do research to answer their questions. They might pose questions like the following:

1. What does it eat?
2. Where does it live?
3. What does it look like?
4. Is it helpful or harmful?
5. How does it move?
6. What sounds does it make?
7. What are its babies like?

INTEGRATIVE OPTIONS

Drama

Acting Based on the Story. Let the group prepare a dramatization based on the story. The children could take the roles of Danny, Mrs. Cobb, Mrs. Brown, Farmer Pike, and Mr. Jones. Other characters such as Danny's mother and more neighbors could be included in the play so that each child in the group could have a speaking role if he or she desires.

The dialogue for the dramatization could be based on that in the story with additional material included for the new characters. Or the children may wish to make up their own dialogue freely as they go along. The children will probably wish to expand on the birthday party scene.

A few props such as a jar, hats, gift-wrapped "presents," cups, and cake could add much to the production.

Book Center

Story Books

Brandenberg, Franz. *A Secret for Grandmother's Birthday*. (Greenwillow) Wm. Morrow.

Brother and sister kittens visit their loving and indulgent grandmother and plan birthday surprises for her.

Lasky, Kathryn. *I Have Four Names For My Grandfather*. Little, Brown.

A boy tells about his grandfather who always has plenty of time to spend with him and lots of ideas for fun things to do.

Paola, Romie de. *Nana Upstairs and Nana Downstairs*. G. P. Putnam's Sons.

A quiet touching story of a boy's two grandmothers and how he learns to face death.

Tapio, Pat Decker. *The Lady Who Saw the Good Side of Everything*. (Clarion) Seabury Press.

A brisk elderly lady goes from every day misfortunes to colossal disasters with an indomitable spirit.

Wood, Joyce. *Grandmother Lucy in Her Garden*. Collins-World.

A charming story full of garden and animal lore about the day a girl and her grandmother spend in the garden.

Films

Film

The Dragon's Tears. 6 mins. McGraw-Hill.

DECODING SKILLS

Objectives

Recognizing new words, using sight

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition clues

Recognizing and identifying the phoneme-grapheme correspondences /ō/ow, /ou/ow, /ou/ou, /ü/oo, /ü/oo

Recognizing and identifying phoneme-grapheme correspondences to print initial and final letters

Recognizing and identifying suffixes *er* of agent, *er* of comparison, *est*, *ly*, *y*, *ful*

*Recognizing and identifying words, using graphemic base *unch*

Noting the number of syllables in words; noting the effect of stress on unstressed syllables

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-9 for each pupil
Lines on the board for chalkboard dictation
Sheets of paper lined for printing
Duplicated worksheets (See below)
Sheets of paper lined for printing spelling words
Spelling notebooks

Word Meaning

New Words: *beetle, hunt, Mrs. Cobb, only, Danny, o'clock, least, money, garden, pair, gloves, dozen, bunch*

Decodable Words: *birthday, icing, jar, Farmer Pike, digging*

Enrichment Words: *hair, seventy, eighty, ninety, hundred, often*

Print the new words on the board:

- | | |
|----------------|--------------|
| 1. hunt | 1. beetle |
| 2. only | 2. Mrs. Cobb |
| 3. least | 3. Danny |
| 4. garden | 4. o'clock |
| 5. bunch | 5. money |
| 6. icing | 6. pair |
| 7. jar | 7. gloves |
| 8. Farmer Pike | 8. dozen |
| 9. digging | 9. birthday |

Point to each word in both columns and say it to the group. Have the children repeat words with you a second time.

Suggest to the pupils that, just as Danny had a beetle hunt, so it might be fun for them to have a word hunt. Place the following incomplete sentences on the board:

Mom put pink _____ on the cake.
There are _____ two candies in the box.
I picked a _____ of flowers for Grandma.
We keep money for the paper boy in that _____.
I'll help you _____ for the dime you dropped.
What do you grow in your _____ ?
_____ is one of Danny's friends.
There should be at _____ one lion in the zoo.
Why are you _____ that hole?

Give each pupil a set of cards numbered 1-9. Have a pupil read the first sentence. Point out that a word is missing from the sentence and ask the children to hunt for it in the left-hand column of words. When they find it, they are to note its number and raise their cards with that number on it. When the word *icing* has been found, print it on the line and have the sentence read again to be sure the right word has been found.

Follow the same procedure with the other sentences.

In response to the following oral clues, the pupils are to hunt for the word being described each time in the right-hand column of words on the board. When they have found the word, they are to raise the card with the number of the word on it. Have a pupil identify the chosen word each time, then read the clue again to be sure the right word has been found.

You wear these on your hands.
This is the name of the boy who hunted for a beetle.
This is a word you use when telling someone the time.
This is an insect with shiny wing covers.
This is two things that go together, like shoes and gloves.
You have one of these every year. It celebrates the day you were born.
This is the word we use for a group of twelve things.
This is the name of an old lady Danny liked.
You spend this to buy things.

Recognizing
new words,
using
sight

Recognizing
and
identifying
new words, using
context
clues

Recognizing
and
identifying
new words, using
definition
clues

Phonemic Analysis

Recognizing
and
identifying
correspondences
/ō/ow, /ou/ow,
/ou/ou, /ū/oo
/ü/oo

Taking
chalkboard
dictation;
listening
and printing

Print the following words on the board as headings:

snow now loud book shoot

Have a pupil read each word while the others look at the word and listen for the vowel in it.

To one side, print words with these sounds and have the pupils tell under which key word each one belongs. Print the word under the designated key word each time.

Prepare the lined chalkboard and lined sheets of paper for chalkboard dictation. Instruct the pupils that they are to listen carefully to the dictated words and print the letters that stand for initial and final sounds to complete the words. These sentences could be used to present the words:

Group 1

Ask the pupils to print *ow* at the end of each of four printing areas.

This boat is too *low* in the water — low.
Did you grow those flowers — grow?
Row, row, row your boat — row.
I will help tow your car — tow.

Have the words read and ask the pupils at the board to erase each word as it is read.

Group 2

Ask the pupils to print *ow* in the middle of each of four printing areas.

I'm coming right now — now.
A crowd gathered to watch the fire — crowd.
Where has that cow gone — cow.
I'll race you down the hill — down.

Have the words read and erased from the board.

Group 3

Ask the pupils to print *ou* in the middle of each of four printing areas.

That music is too loud — loud.
I heard a faint sound — sound.
A white cloud sailed across the sky — cloud.
Can you count to a hundred — count?

Have the words read and erased from the board.

Group 4

Ask the pupils to print *oo* in the middle of each of four printing areas.

Is there a full moon tonight — moon?
Let's swim in the pool — pool.
I stood on the top rung of the ladder — stood.
Can you cook spaghetti — cook?

Have the words read and erased from the board.

Structural Analysis

To review the various suffixes, first do an oral review.

Remind the pupils that when you add *er* to a word like *play* you get *player*, a person who *plays*.

Recall comparison of things with *er*, *est*.

Recall also that we add *ly* to words to make them mean "in the manner or way of"; that we can add *y* to some words to make them describe or tell about something; and that we can add *ful* to words to give them the meaning "*full, full of, or showing*."

To review these suffixes, distribute the following worksheet.

Recognizing
and identifying
suffixes
er (agent),
er (comparison),
est, ly, y,
ful

A person who works is a _____ .
 A person who teaches is a _____ .

er est

small _____
 tall _____

rain + y _____
 glad + ly _____
 help + ful _____

Recognizing
 and identifying
 words, using
 graphemic base
 unch

To present the graphemic base *unch*, put the column of words below on the chalkboard. Have the words read and the part that is the same in all the words identified. Let volunteers use some of the words in sentences.

bunch
 brunch
 crunch
 hunch
 lunch
 munch
 punch
 scrunch

Reading
 in context
 words formed
 on graphemic
 bases

Place the following key words on the board
 and have them read: *bunch, think, head, am, will, pick, it, dark, took*.
 Print these sentences on the board:

I have a bunch of pink flowers.
 Please may I have bread and cheese for lunch?
 I saw Sam punch Bill and kick him.
 The candies went crunch when I bit them.
 I had a hunch you'd go to the park.
 The cows were munching grass near the brook.

Point to the sentences in random order and have selected pupils read them. Check for correct pronunciation at this time. If a pupil stumbles over a word, refer her or him to the key word involved.

Syllabication

Print the following words on the board:

beetle	silently
garden	gloves
least	around

Noting
 number of
 syllables,
 stressed
 syllables,
 and the effect
 of stress on
 syllables

Say each word and have the pupils tell how many syllables they hear in each one. Say the words again, having the pupils clap the stressed syllable in the multi-syllable words.

Call attention to the fact that a syllable just before or after the stressed syllable is pronounced so lightly that it is difficult to hear the sound the vowel stands for. Demonstrate by pronouncing the words once more.

Spelling

Distribute paper to the pupils for spelling dictation.

Direct the pupils to print the letters that stand for the initial sounds and the base *unch* to create the dictated words. These sentences could be used to present the words:

Spelling
 words formed on
 graphemic
 base unch

What is your hunch about that — hunch?
 Mom packed a great lunch — lunch.
 I heard the rock go crunch — crunch.
 Does a goat munch on grass — munch?
 Where is the bunch of apples — bunch?

Spelling
useful
word: only

Print *only* on the board and pronounce it. Point out the glided /ō sound, even though there is no e, a, or w after the o. Discuss how the word is used. Have the words entered in the list of useful words in the spelling notebooks. Then erase *only* from the board and dictate it to the pupils in this sentence:

There is only one cookie left — only.

Spelling
word:
o'clock

Print *o'clock* on the board. Draw special attention to the apostrophe and explain that it is there to show that something has been left out — that people used to say “of the clock” when telling the time, but the phrase became shortened to “o'clock.”

Allow the pupils time to study the word. Ask them to copy it five times on their worksheets, making sure each time that the apostrophe is in the right place and that all the letters are in the right order. Have the word entered in the spelling notebooks.

Then erase *o'clock* from the board and dictate the following sentence.

It is now three o'clock — o'clock.

LANGUAGE DEVELOPMENT

Objectives

Developing noun and verb awareness; subject and predicate awareness

Recognizing and identifying uses of capitalization

Recognizing and identifying uses of parentheses, the dash, and italics

Recognizing, identifying, and using homonyms

Materials Needed

Colored chalks

The readers

Lined paper for each child in the group

Cards for the words *dozen*, *gloves*, *pair*, *jar*, *money*, *least*, *icing*, *o'clock*, *birthday*, *whole*, *slice*, *yarn*, *cheese*

Sentence Awareness

Print the following sentences on the chalkboard.

Danny thought.

The farmer whispered.

Mrs. Cobb made a cake.

Mr. Jones is digging.

Mrs. Brown and Farmer Pike were working.

Have the children read the first sentence. “What word in this sentence tells us the name of someone?” Have a child underline the word *Danny* with colored chalk.

“What word in this sentence tells us what Danny did?” Have another child underline the word *thought* with chalk of a different color.

“The sentence we just talked about has two parts, the ‘name’ part and the ‘doing’ part. What word in the sentence is the ‘name’ part of the sentence? What word is the ‘doing’ part of the sentence?”

Continue in a similar manner with the rest of the sentences. In the second sentence, accept *The Farmer* or *farmer* as the “name word(s);” in the third sentence accept *made* or *made a cake* as the “doing word(s);” etc.

Refer to a capitalized word on the chalkboard or elsewhere in the room and then have the pupils recall two or three uses of capitalization.

Ask the children to skim through the reader selection to find names of people. Have the pupils make a list on their papers of all the names they find, remembering to capitalize each one.

Developing noun and
verb awareness;
subject and
predicate awareness

Recognizing and
identifying uses
of capitalization

Punctuation and Graphics

Recognizing and identifying uses of parentheses, the dash, and italics

Ask the children to turn to page 75 and direct attention to the words enclosed in brackets. Point out (or review) that words or sentences in brackets explain something or give extra information about something that has just been read.

Have the children locate and discuss other bracketed parts of the story.

Ask the pupils to turn to page 76 and find the dash in the text. Recall that the dash tells readers to make a pause whenever they see one in a story or other selection. Review that the dash indicates a longer pause than the comma indicates but a shorter pause than a period indicates. Elicit that the words before a dash are read with an unfinished inflection of the voice.

Have the children note the italicized word after the dash and then select two or more pupils to read the entire paragraph aloud as the punctuation and italics tell them to read.

Homonyms

Recognizing, identifying, and using homonyms

Print the following sentences on the chalkboard and have the children read them.

We knew where Curt's new shoes were.
The whole tin of buns fell in the hole.
The wind blew the blue flowers.
Jack thought he would cut some wood.
Pat read a story from the red book.
Danny had four presents for his friend.

Ask the children to read the first sentence again to find two words that sound the same. When the pupils have identified the words *knew* and *new*, ask a volunteer to underline them and elicit that these words sound alike but have different meanings and are spelled differently.

Continue in the same manner with the rest of the sentences.

WRITING

Objectives

Integrating speaking, writing, and reading relationships; building vocabulary chart
Applying comprehension, decoding, language, and printing skills to produce personal writing;
to produce Personal Journal entries
Completing similes

Materials Needed

Lined sheets of paper
Personal Journal notebooks

Developing Readiness for Creative Writing

Remind the children that writers often make their descriptions more vivid by comparing one thing with another. For example, a writer might say that *a beetle is as black as night*. Develop with the children a chart of phrases that might be used to describe things. The children might be given the first part of the simile, for example, *as light as* and then be asked to supply the comparison.

Integrating speaking, writing, and reading relationships; making a vocabulary chart

How Are Things Alike?

as light as a feather
as sweet as honey
as sour as a pickle
as slow as a turtle
as blue as the sky

Personal
Writing

Have a discussion with the group about friendship. You could ask such questions as “What is a friend?” “Can you have more than one best friend?” “What things do you like about friends?” Then encourage the children to write on the theme “My Friend.” They may wish to be Danny writing about his friend Mrs. Cobb or they could write about their own friends.

Personal
Journal

Allow children time to write in their Personal Journals. In this journal, the child should be encouraged to write about experiences that are important to him or her.

Printing and Directed Writing

Completing
similes

Continue to work with similes by printing the following on the board.

- Buns as warm as _____
- Wings as _____
- Candies as sweet as _____
- Frogs as _____

Discuss with the children how each simile might be completed. As they agree on the “best” answer, print it on the board. Then have the children copy the comparisons on their sheets of lined paper.

INDEPENDENT ACTIVITIES

- See the **Mr. Mugs Book**
- See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective
Spelling words formed on graphemic bases

Beetle Hunt

Objective
Spelling words formed on graphemic bases

Number of Players
One

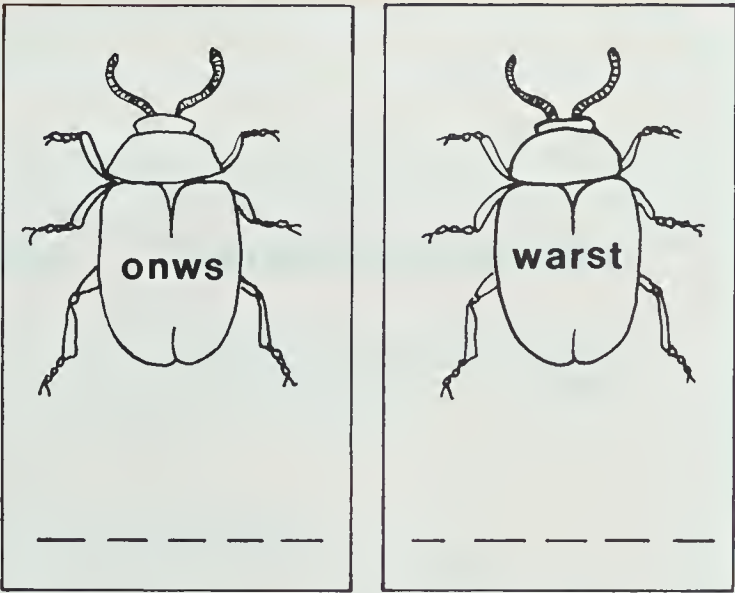
Materials Needed

A set of laminated beetle cards with scrambled spelling words such as *skunk, strong, lunch, thorn, straw, street, thank, peek, bunch, creek, string, born, lend, tall, chunk, greed, trunk, feed, claw, rung, crank*

Procedure

The child unscrambles the word on the beetle, spells it, and then prints it beneath the picture.

Decoding
Skills:
Spelling



Review

COMPREHENSION

Identifying main idea
Recalling story characters
Discriminating between true and false
Classifying

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing new words
Reviewing phoneme-grapheme correspondences /k/c, /s/c, /g/g, /j/g, /är/ar, /ör/or, /èr/er, /èr/ir, /èr/ur, /èr/or, /èr/ear, /ou/ou, /ou/ow, /o/a (before l), /o/a (after w), /o/aw
Reviewing consonant clusters *sk, sc, str, scr*; final consonant clusters *ng, nt, nd, nk*
Reviewing contractions
Reviewing possessive forms with 's
Reviewing suffixes *er* of agent, *er* of comparison, *est, ly, y, ful*
Reviewing spelling of words using graphemic bases; of useful words, spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying complete sentences; matching sentence beginnings and endings
Capitalizing and punctuating sentences
Recognizing and identifying irregular past tenses

WRITING

Reviewing vocabulary charts
Reviewing personal writing
Reviewing printing in reduced size
Reviewing writing a story ending

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Spelling words formed on graphemic bases

Literary Appreciation**

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Identifying main idea
Recalling story characters
Discriminating between true and false
Classifying

Developing Comprehension, Research, and Listening Skills Review

*Identifying
main idea*

Literal Comprehension. Place the sentences below on the chalkboard. Ask the pupils to read each pair of sentences, and decide which one tells the main idea of the whole story, and which tells only one thing that happened in the story. Then call on individual pupils to read the main-idea sentence of each pair. Discuss the sentences, helping the pupils to explain the reasons for their choices.

1. Curt and Jan found out that they couldn't watch TV without electricity.
The family got along all right when the power was off.
2. An odd little man wanted the queen's baby, but the queen saved the baby by finding out the little man's name.
The odd little man worked all night, spinning straw into gold.
3. The elephants waved their long trunks back and forth.
The animals of the green, green, jungle came together to watch King Lion's parade.
4. A boy gives an old lady a very happy birthday party.
A boy wants to find a beetle.
5. A girl finds that just being herself is best after all.
A girl wants to be a tree.

*Recalling
story
characters*

Literal Comprehension. Let the children glance through the stories in the reader to refresh their memories of the story characters. Then let each child select a story character and make up a riddle describing that character. As each child gives his riddle, the others try to guess which character he or she is describing. For example:

I am a little man.
I can do magic things.
I helped the queen by spinning straw into gold for her.
I wanted her to give me her baby.
I have a very unusual name.
Who am I?

*Discriminating
between true
and false*

Critical Comprehension. Ask the children to read the sentences below and decide whether what they say is true or not according to the reader stories. If a sentence tells something that is not true, the children should be prepared to tell what is true. All answers should be checked by reading in the text.

1. The elephants marched first in the jungle parade.
2. A tortoise snuggles up inside his shell home when it rains.
3. Tommy's grandfather told him about thunder and lightning.
4. A little girl turned into a cloud.
5. A little man spun straw into gold.
6. A boy tried to catch a beetle for his friend's birthday.
7. A crow tried and tried but he could not get water out of a pitcher.

Classifying

Critical Comprehension. Duplicate the following exercise. The pupils are to read each phrase, decide whether it tells *who*, *where*, or *when*, and then copy the phrase under the proper heading.

Phrases: Who Where When

1. the next morning
2. a boy named Curt

3. in the green, green jungle
4. in the lane
5. in the palace
6. Jan's mother
7. after the party
8. in the pitcher
9. at four o'clock
10. the little man

DECODING SKILLS

Objectives

- Reviewing new words, using antonyms
- Reviewing new words, using synonyms
- Reviewing new words, using visual memory
- Reviewing the phoneme-grapheme correspondences /k/c, /s/c, /g/g, /j/g
- Reviewing final consonant clusters *ng, nt, nd, nk*
- Reviewing consonant clusters *sk, sc, str, scr*
- Reviewing the phoneme-grapheme correspondences /är/ar, /ôr/or, /ër/er, /èr/ir, /èr/ur, /èr/or, /èr/ear
- Reviewing the phoneme-grapheme correspondences /ou/ou, /ou/ow
- Reviewing the phoneme-grapheme correspondences /o/a (before l), /o/a (after w), /o/aw
- Reviewing contractions
- Reviewing possessive forms with 's
- Reviewing suffixes *er* (agent), *er* (Comparison), *est*, *ly*, *y*, *ful*
- Reviewing words formed on graphemic bases
- Reviewing phoneme-grapheme correspondences and graphemic bases to spell words
- Reviewing the spelling of useful words
- Reviewing the spelling of spelling words

Materials Needed

- Duplicated worksheets (See below)
- Word cards (See below)
- Sheets of paper lined for spelling dictation
- Spelling notebooks

Word Meaning Review

Duplicate and distribute copies of the following exercise.

Recognizing
and
identifying
new words,
using antonyms
(worksheet)

Group 1

- _____ glad
- _____ ever
- _____ alone
- _____ stormy
- _____ whispered
- _____ stand
- _____ heavy
- _____ forgot
- _____ worker
- _____ tiny

1. together
2. remembered
3. light
4. never
5. fall
6. sad
7. clear
8. player
9. large
10. shouted

Group 2

- _____ knew
 - _____ begin
 - _____ queen
 - _____ sells
 - _____ float
 - _____ behind
 - _____ wrong
 - _____ brings
 - _____ least
 - _____ roosters
1. buys
 2. guessed
 3. takes
 4. end
 5. right
 6. sink
 7. most
 8. before
 9. hens
 10. king

Direct the pupils to read each word in the left-hand column of Group 1, find in the right-hand column a word that has the opposite meaning, and put the number of that word on the line before the word on the left. When they finish Group 1, they are to do the same with the words in Group 2.

Recognizing
and
identifying
new words,
using synonyms
(worksheet)

Duplicate and distribute copies of this exercise.

Group 1

- | | |
|--------------|--------------|
| _____ begged | 1. earth |
| _____ hunt | 2. shut |
| _____ sort | 3. asked |
| _____ hurry | 4. look for |
| _____ world | 5. kind |
| _____ feast | 6. forest |
| _____ money | 7. cash |
| _____ store | 8. rush |
| _____ closed | 9. fine meal |
| _____ jungle | 10. shop |

Group 2

- | | |
|------------------|------------|
| _____ hurt | 1. jug |
| _____ chattering | 2. two |
| _____ pitcher | 3. pain |
| _____ odd | 4. boots |
| _____ shoes | 5. animals |
| _____ knocked | 6. talking |
| _____ pair | 7. funny |
| _____ brushed | 8. rapped |
| _____ noise | 9. stroked |
| _____ creatures | 10. sound |

The pupils are to proceed as above, this time finding words that have the same, or almost the same, meaning.

Make flash cards for the following words:

Recognizing
and
identifying
new words, using
visual memory

- | | | | |
|---------|--------|---------|---------|
| across | couch | hydro | proud |
| apart | dozen | join | sang |
| become | felt | joy | songs |
| belong | full | letters | straw |
| blew | garden | loud | table |
| boast | ghosts | o'clock | touched |
| born | gold | once | tried |
| candies | gone | only | trunks |

Display three cards for about two seconds. Remove the cards. Substitute another card for one of the first three and display. Ask the pupils to identify both the word on the new card and the word on the card that was removed. Continue until all the cards have been displayed at least once.

Phonemic Analysis Review

To review the two sounds *c* and *g* can stand for, print the following on the board:

Reviewing
correspondences
/k/c, /s/c,
/g/g, /j/g

- | | | | |
|---------|----------|-------|--------|
| cat | city | gate | giant |
| because | princess | begin | engine |
| magic | police | hug | change |

Have a pupil read each word to the group while the others check to identify the sounds *c* stands for in the first two columns and the sounds *g* stands for in the last two columns.

Help the pupils identify these sounds by putting the following sentences on the board:

- We came to see the giraffe.
A magic car will carry us to the giant's castle.
The train changed engines at the station.
The prince danced with the princess.
I got it at the city shopping center.

The pupils are to read the sentences to themselves, looking for any words with /k/c, /s/c, /g/g, /j/g. As they find them, let pupils come to the board, identify the word and the sound *c* and/or *g* stands for, and then circle the letter or letters.

Follow this procedure until everyone has had a chance to identify a word.

Review final *ng*, *nt*, *nd*, and *nk* by printing the following on the board. Have the pupils come up to the board and create words by combining word fragments and consonant clusters.

Reviewing
consonant
clusters
ng, nt,
nd, nk

- | | | | |
|-----|-----|------|-----|
| ng | nt | nd | nk |
| ru | tha | bu | su |
| bla | de | ba | gra |
| a | gri | si | le |
| str | hu | grou | fi |

Reviewing
consonant
clusters
sk, sc,
str,
scr

Review the initial and final *sk* and the initial *sc*, *str*, *scr* by printing these words on the board:

sky tusk score strap scrape

Have a pupil read the words to the group. After he or she is finished, review the various consonant clusters presented. Make sure the children recall these clusters (especially the final *sk*). Then elicit more of words containing these clusters and print them on the board under the key words.

To review the various sounds represented by vowels with *r*, print the following sentences on the board. Have pupils read the sentences and identify words containing vowels with *r*.

We had lunch at the park.
What did we come for?
Only one person was there.
That's a name for a girl.
It's my turn to bat.
I will work all day.
Let's learn about Canada.

Reviewing
correspondences
/är/ar, /ôr/or,
/ër/er, /èr/ir, /èr/ur,
/èr/or, /èr/ear

Print these words on the board:

loud now

Have a pupil read them aloud while the rest of the group listens for the vowel sound in each word. They will discover that each word has the /ou/ sound, and note that the sound is represented by *ou* in *loud* and by *ow* in *cow*.

Elicit from the pupils more words with this sound represented by both *ou* and *ow* and print them under the key words.

Print these key words on the board:

call water paw

As a pupil reads them aloud have the rest note that the unglided /o/ sound is represented by *a* before *l*, *a* after *w*, and *aw*.

Print the following words on the chalkboard and have the pupils decide under which key word each one belongs and why. ("Talk belongs under *call* because *a* comes before *l*.") As each decision is made, print the word under the appropriate heading.

small	talk	chalk	saw
sawmill	watch	swan	salt
straw	ball	claw	hall

Structural Analysis Review

Put the following sentences on the board to review contractions:

I had gone to bed.

We are going now.

They have been downtown.

They should not stay here.

I have found your toy.

Here is Janey.

He would like some new shoes.

We have a long walk to make.

Have pupils take turns to come to the board and print contractions for the underlined words.

Reviewing
correspondences
/ou/ou, /ow/ow

Reviewing
correspondences
/o/a (before l),
/o/a (after w),
/o/aw

Reviewing
contractions

Reviewing
possessive
forms
with 's

Use these sentence fragments to review possessives. Have students complete the possessive form.

Curt dog
Jane cat
Father electric saw
The woman cake
The girl boots
Brother books
The city buildings
The dog bones

Reviewing
suffixes
er (agent),
er, est, ly,
y, ful

Review the various suffixes orally.

- when *er* is added to words like *work* and *teach*, it makes the word mean something or someone who is doing something—for example, a *worker* is someone who *works*; a *teacher* is something who *teaches*.
- we compare by adding *er* and *est* to words.
- we add *ly* to words to make them mean “in the way of; in the manner of” —for example, *friend*, *friendly*.
- we add *y* to a word to make it describe something—for example, *grass*, *grassy*.
- we add *ful* to a word to make it mean full of—for example, *help*, *helpful*.

Have the pupils apply these rules in the following exercise. The exercise may be done on the board or on worksheets. If it is done on the board, the pupils will pronounce each word, pronounce the suffixed form, and indicate any changes in the root word when the suffix is added. If done on worksheets the pupils will print the suffixed forms on the lines.

garden + er = _____	tall + er = _____
help + ful = _____	gloss + y = _____
rain + y = _____	play + er = _____
hard + est = _____	kind + ly = _____

Reviewing
words formed
on
graphemic
bases

To review the bases taken, put the following on the board:

ing	ang	ong
ung	ank	end
unk	eed	eek
eel	eep	aw
orn	unch	

Leave about four to six spaces between each base and elicit words with the bases from the children.

After printing the words on the board, have selected pupils give oral sentences using the words. Continue until everyone gives at least one sentence.

Spelling

Spelling
words
formed on
graphemic
bases

Distribute paper for spelling dictation.

Because of the number of bases, present the words in two groups.

Instruct the pupils to print the dictated words by adding the letters standing for the initial sounds heard to the bases. Here is the first list of bases (these could be put on the board for a few seconds so that the pupils may study them):

ing ang ong ung ank end unk

Now, use these sentences to present the dictated words:

I will ring the bell — ring.
Did we bang our heads together — bang?
The gong has been sounded — gong.
I have sung this tune many times — sung.
Thank-you for the dinner — Thank.
I'll send the broken toy back — send.
His boat had sunk to the bottom — sunk.

Here is the second list of bases:

eed eek eel eep aw orn unch

Use these sentences to present the words:

A weed grows in the flower patch — weed.
Let's seek out the dog — seek.
Can you feel this needle — feel?
I will creep past his door — creep.
Mr. Mugs hurt his paw — paw.
You were born on a Sunday — born.
Let's go to lunch — lunch.

*Spelling
useful
words*

Print the following words on the board:

felt	knew
once	begin
across	belong
think	only

Let the pupils study the words, then erase and dictate using these sentences.

I felt a worm on my arm — felt.
He knew you were coming — knew.
When do we begin — begin?
I was once in France — once.
We shall sail across the ocean — across.
Does this belong to you — belong?
I only need one more stamp — only.
We think that's a stupid idea — think.

*Spelling
spelling words*

Present the spelling words in two lists.

Print the first group on the board:

thunder	loud
lightning	noise
candles	world

Give the pupils a few seconds to study the words, then erase and dictate using these sentences:

I heard thunder last night — thunder.
Did lightning flash as well — lightning?
We had to use candles for light — candles.
The sounds were very loud — loud.
How much noise was made — noise?
I'm sure they heard it all over the world — world.

Now, put the second group of words on the board:

parade
jungle
gold
queen
o'clock

After the pupils have seen the words, erase and dictate using these sentences:

I saw a parade today — parade.
All of the jungle animals were in it — jungle.
A coach made of gold went by — gold.
In it sat a queen — queen.
This happened at ten o'clock — o'clock.

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying complete sentences; matching sentence beginnings and endings
Capitalizing and punctuating sentences
Recognizing and identifying irregular past tenses

Materials Needed

Lined paper for each child in the group

Sentence Awareness Review

Print the following sentence beginnings and endings on the chalkboard.

*Recognizing and
identifying
complete sentences:
matching sentence
beginnings and
endings*

- | | |
|------------------------------|------------------------------|
| 1. The plane looked like | if the storm stops. |
| 2. We will go to the farm | Mr. Jones had three candies. |
| 3. Curt went to bed | started down the street. |
| 4. Soon the parade | a little bird in the sky. |
| 5. Danny had two candies but | because he was sleepy. |

Point to the first sentence beginning and ask a child to read it as the others follow along. Have the children look at the sentence endings to find the one that goes with *The plane looked like*. Have a volunteer draw a line from the beginning to the corresponding ending. Then have another child read aloud the entire sentence as the others listen to be sure it is a complete sentence that makes sense.

Work in the same manner with the other sentence beginnings and endings. If preferred, you could have the pupils match the beginnings and endings and then print the sentences on their papers.

*Capitalizing and
punctuating
sentences*

Place the following sentences on the chalkboard and have the children add the necessary capitalization and punctuation; or you may wish to have the pupils copy the sentences on their papers, adding the capitalization and punctuation as they do so.

1. one day it was mrs cobb s birthday
2. may i look in your garden for a beetle danny asked
3. let s go to the sawmill on wed
4. tommy had a beetle a bug a frog and a turtle
5. what a loud crack of thunder
6. danny are you going to make a card for valentine's day
7. my friend lives in the north of canada
8. the name of the story is the three kangaroos

Verb Forms Review

*Recognizing and
identifying
irregular
past tenses*

1. Pat _____ happy on her birthday. feel felt
2. The clown _____ some funny songs. sing sang song
3. Mommy _____ to take her lunch to work. forget forgot
4. Daddy _____ the hot candles carefully. hold held holding
5. Curt _____ up the balloon. blow blew
6. Curt and Jan _____ where Mr. Mugs went knew knows
7. The flowers _____ quickly. growing grew
8. Tommy and his grandpa _____ the lightning. seen saw see
9. The girl _____ in the gold room. was were
10. The boys _____ in the store. was were
11. Mr. Mugs _____ everybody in the morning. wake woke
12. I _____ my old hat. find found
13. We _____ a good baseball game. seen saw see
14. They _____ late for the show. was were

WRITING

Objectives

Reviewing vocabulary charts
Reviewing personal writing
Reviewing printing in reduced size
Reviewing writing a story ending

Materials Needed

Vocabulary charts
Examples of personal writing
Personal Journals
Lined sheets of paper

Developing Readiness for Creative Writing

*Reviewing
vocabulary
charts*

Review the vocabulary charts. As each chart is displayed, have the children read as many of the words as they can. If there are words they do not recall, read them to the children and then have them read after you.

*Personal
Writing*

Have the pupils gather together several examples of personal writing they have done recently. Let each child select a favorite piece of writing and read it to the rest of the group.

*Personal
Journal*

If some children wish to do so, provide time for them to share Personal Journal entries.

Printing and Directed Writing

*Reviewing
printing
in reduced
size*

Have the children review the printing of letters in reduced size by asking them to copy the following sentences on their sheets of lined paper. They should be given sheets of 5/16th inch ruled paper. They will be assisted in their practice if a dotted line is drawn between every other pair of ruled lines. (See the *Spirit Duplication Masters /Self-Help Activities* for an example.)

I like an ice cream cone.
Look at the little kitchen.
I can see a bird in the tree.
The animals live in the jungle.
The queen is in the palace.

*Reviewing
writing a
story ending*

To review the skill of writing story endings, print the following on the board.

Mr. Mugs was walking by the lake.
Some children were playing near the
water. Suddenly, one little girl fell
into the water. She shouted for help.

Give the children some time to discuss what might have happened next. Then have them complete the story on their sheets of lined paper.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters /Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Spelling words formed on graphemic bases

Fix-It Race

Decoding
Skills:
Spelling

Objective

Spelling words formed on graphemic bases

Number of Players

Two to Four

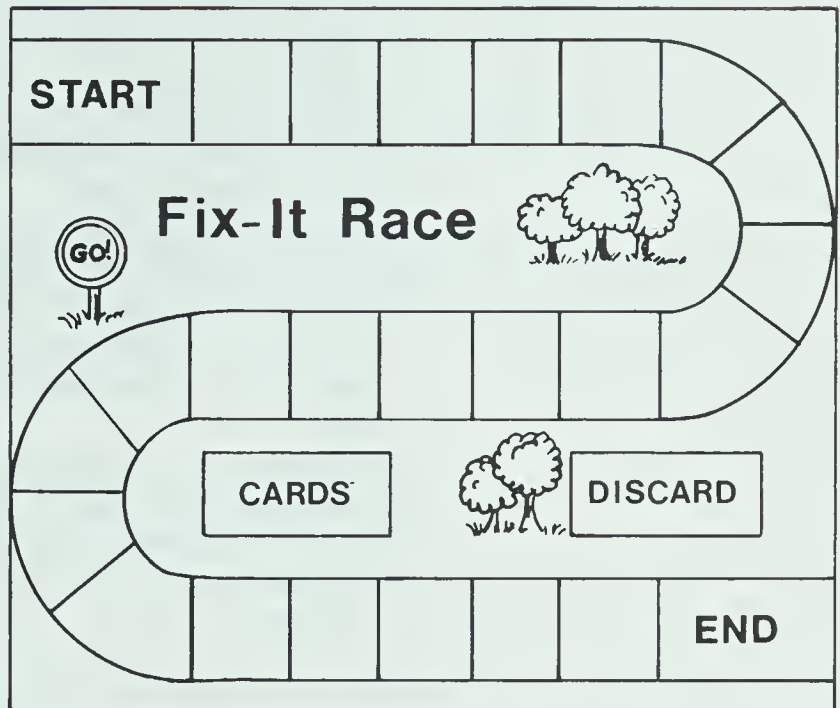
Materials Needed

One "Fix-It Race" board

Twenty cards with correctly spelled words; ten cards with incorrectly spelled words. Use words such as *paw, claw, raw, saw, crawl, straw, horn, born, morn, thorn, worn, lunch, bunch, hunch, seed, weed, speed, greed, call, fall, mall, small, feel, peel, steel, wheel*

Four free cards

One marker for each player



Procedure

The players take turns to draw the cards. The player must decide whether the word is spelled correctly. If the word is not spelled correctly, the child spells the word correctly. The marker is moved one space for each correct answer. If a free card is drawn, the player moves one space. The first player to reach the end of the track is the winner.

Index of Comprehension, Research, and Listening Skills

The development of comprehension skills occurs in all strands. However, page numbers for comprehension skills below refer only to the *Comprehension* strand and to the Environmental Studies lesson plans. Research skills are drawn from the *Comprehension* and *Integrative Options* strands and from the Environmental Studies lesson plans. Listening skills are indexed as they occur in all strands.

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